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ABSTRACT

This replication handbook describes procedures and provides instruments which educators can use to assess sex equity in their own settings. It has two major parts: (1) appendixes that provide copies of data collection materials developed during the Vocational Education Equity Study (interview forms for state directors, state agency personnel, local agency personnel, instructors, counselors and students, staff and student questionnaires, attitude and opinion items, and program and activity items), and (2) three introductory chapters that discuss the steps in the forms development and their use, research topics, research questions, data collection forms used in the Equity Study, and suggestions for expanding the coverage given to the research topics and questions. (JH)

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Final Report
Volume IV

REPLICATION HANDBOOK

VOCATIONAL EDUCATION EQUITY STUDY

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OVERVIEW

The purpose of developing this Handbook was to provide a tool for use in measuring progress in reducing sex inequities. It has two major parts:

- Appendixes that provide copies of data collection materials developed during the Vocational Education Equity Study,* a nationwide study of sex equity in vocational education; and
- Introductory chapters discussing the development of these materials and how to use a similar procedure to develop data collection forms for use in other studies.

This Handbook, reflecting the contract under which it was developed, is concerned with vocational education. Nonetheless, the procedures used in developing the forms are equally applicable in other branches of education, and many of the items on the forms can be used in other branches of education with slight modification.

THE VOCATIONAL EDUCATION EQUITY STUDY

The Education Amendments of 1976 (Public Law 94-482) requires that the Commissioner of Education investigate the following topics:

- The extent to which sex discrimination and stereotyping exist in all vocational education programs assisted under the Vocational Education Act of 1963 (as amended).
- The progress that has been made to reduce such inequities in vocational education programs and in the occupations for which vocational students train.

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*"A Study of the Extent of Sex Discrimination and Sex Stereotyping in Vocational Education Programs and Assessment of Methods to Reduce or Eliminate Such Inequities," conducted under Contract No. 300-77-0318 between the American Institutes for Research and the Office of Planning, Budgeting, and Evaluation of the U. S. Office of Education, Department of Health, Education, and Welfare.

Major activities the Vocational Education Equity Study included:

- An analysis of relevant literature and legislation to provide guidelines for the design of this study.
- Visits to all 50 states and the District of Columbia to obtain information about current practices, policies, and attitudes in vocational education.*

The information gathered in the course of these activities was used to address the topics specified in the law.

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*The District of Columbia was considered to be a "state" for purposes of the Vocational Education Equity Study. Puerto Rico, the Canal Zone, American Samoa, and the other territories were not included in the study.

REPLICATION HANDBOOK

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I. STEPS IN FORMS DEVELOPMENT AND USE

This chapter discusses the basic steps in developing and using data collection forms used in the Vocational Education Equity Study. While details will no doubt vary, anyone undertaking a field data collection effort will probably have to take these or similar steps. The discussion here should serve as a primer for those who have not before conducted such a study, and as a quick review for those who have.

PRELIMINARIES

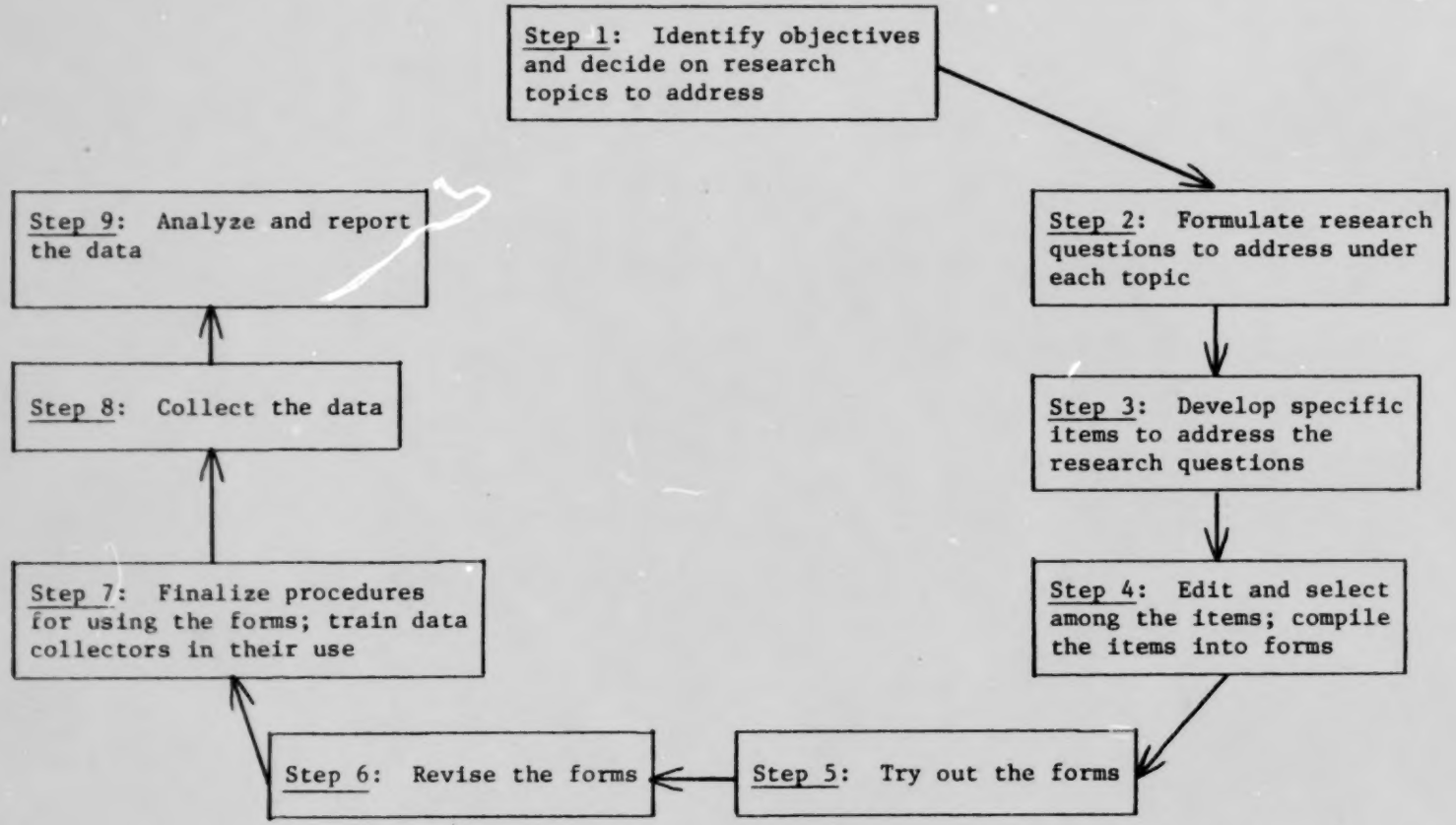
Figure I.1 shows the steps used to develop the forms used in the Vocational Education Equity Study. As with many procedures, this one is very simple in outline, but must be carried out in a context of technical and practical concerns that supply plenty of challenges to execution. In the balance of this chapter, we will discuss each of these steps briefly along with some of the concerns that arise at each step.

Before discussing the steps themselves, however, a brief digression seems in order. There are two points that need to be discussed. First, the following kinds of knowledge, skill, and background are needed in designing and conducting a study such as the Vocational Education Equity Study: (1) adequate knowledge of the present situation under investigation to identify clearly the objectives of the study, the issues to be resolved, and the substantive questions that need to be answered to resolve these issues: (2) sophistication in sampling, research design and statistical analysis. Questions must be developed and items written with the needs of data analysis in mind <u>from the beginning</u>; and (3) expertise in designing data collection forms and in their use. People with skills in each area should be involved from the start of the project and consulted frequently at each step of the way; research efforts that fail to do this seem inevitably to wander off into topics that are somewhat beside the point, gather data using flawed methods that render the results ambiguous, or produce instruments that are difficult to use in the field.

The second point is that while the steps are discussed as if they were strictly sequential, there will, in fact, be some temporal overlap among them. There will also be a certain amount of "looping back" to earlier steps. For example, Steps 3 and 4 will surely overlap as items will generally be organized

Figure I.1

DEVELOPMENT AND USE OF VOCATIONAL EDUCATION EQUITY STUDY


Step 1: Identify objectives and decide on research topics to address
Step 2: Formulate research questions to address under each topic
Step 3: Develop specific items to address the research questions
Step 4: Edit and select among the items; compile the items into forms
Step 5: Try out the forms
Step 6: Revise the forms
Step 7: Finalize procedures for using the forms; train data collectors in their use
Step 8: Collect the data
Step 9: Analyze and report the data

into forms as they are written, while previously unrealized needs for revision (Step 6) will most likely become apparent during the training of data collectors (Step 7).

Preliminary Planning and Organization

As a preliminary step, identify all who will be involved in planning and conducting the research. This will include:

- Those sponsoring the study,
- Those who will use the results for decision-making or reporting,
- Those who will be in charge of instrument development, data collection, and data analysis, and
- Those from whom data will be collected.

At the least, members of the first of these groups should be brought together at the start of the project to discuss the goals of the project, anticipated uses of the information, and technical and practical factors related to data collection and analysis. Almost always, representatives of the fourth category should also be included. Depending on the scope of the study, representatives of the fourth category could range from a student to a local director of counseling to a staff member of the Council of Chief State School Officers.

Instrument developers and those who will be responsible for data collection and analysis should work closely together throughout the project. A close working relationship will help to assure that data collection instruments are practical to use and that data gathered using them are suitable for the analyses intended. Members of this team should consult frequently with members of the other groups to make sure that the study promises to satisfy information needs and that demands on respondents for information will be reasonable.

DISCUSSION OF THE STEPS

Each of the nine steps shown in Figure 1 is discussed briefly below. We hope that these observations, based to a large extent on our experience in conducting the Vocational Education Equity Study, will prove useful to others carrying out similar research.

Step 1: Identify Objectives and Decide on Research Topics to Address

As used here, "objectives" serves to specify those major issues or dilemmas that one would like to resolve in the course of research. Inevitably, they must be refined and delimited. One cannot simply go out and investigate an

issue such as "Are our vocational education programs providing proper training?" or, in the Vocational Education Equity Study, "What is the extent of existing inequities in vocational education?" First, it is neccessary to identify specific research topics pertaining to each objective.

Objectives at this level of generality suggest a large number of research topics--more, probably, than it is either practical or desirable to investigate in detail in most situations. Among the research topics that are pertinent in one way or another to the objective concerning the extent of inequities in vocational programs are: the number of males and females training in various vocational programs; male and female participation in the various cooperative educational programs; the extent to which Title IX is implemented in vocational education; staffing patterns; and salaries paid to men and women teachers with the same number of years of relevant experience. Of these topics, we selected the first four (along with several others not listed here) for investigation in the Vocational Education Equity Study, but did not choose the fifth. The reason for choosing as we did is not important just now. What is important is that choices among very attractive topics usually have to be made.

Among the factors that may be involved in selecting among research topics are:

- Closer Examination of Objectives. The issues raised by an objective may be quite varied. For example, an objective having to do with whether or not a program is providing "proper training" may encompass both whether or not the training effectively transmits the skills needed in an occupation, and whether or not training prepares students for jobs with bright employment prospects. While each of these is admittedly important, the extent to which concern is primarily with one or the other will vary from occasion to occasion. A careful assessment of what really needs to be found out in a given situation will help in selecting research topics for each objective.

- Practicality of Collecting Information. Obviously, neither the research budget nor research staff time are unlimited. Thus, research efforts should be directed at those topics related to the objectives which, upon closer examination, prove to be of the most interest and can be properly investigated within temporal and fiscal constraints. Also pertinent here is the matter of time and expense for people not on the research staff. At some point, the disruption that inevitably attends interviews, forms completion, and searching through files and records is greater that what the anticipated benefits of the research can justify.

- Propriety of Collecting Information. Some things are just none of a researcher's business. Not only legal constraints, but local customs and human sensibilities should be kept in mind in designing a research study. Most research topics can be addressed in a way that is not unreasonably intrusive. This may be not only a matter of law and good manners, but also of enlightened self-interest on the part of the researcher who may hope that study outcomes will be used in program modification or that the school or district will cooperate in another study later on.

These factors can be taken into account by reviewing the effort and expense involved in past research efforts, by employing common sense with regard to local customs and mores, and by consulting with people in a position to know, for example, how much effort would be required to retrieve certain kinds of information from existing records, or if such information exists at all. Consideration of these factors is also important in undertaking most of the remaining steps as well. Indeed, decisions as to what is desirable, practical and proper will have to be reviewed as the development of the data collection procedures continues.

Step 2: Formulate Research Questions to Address Under Each Topic

Once the objectives and research topics are clarified, one must decide exactly what kind of data are needed. Sometimes the necessary kinds of data will be immediately obvious from the research topics, but in other instances this will not be so. For example, in investigating the participation of male and female students in the various vocational education programs, we may have to decide the following, among a host of similar matters:

- What constitutes a "program"? Are metals trades to be lumped together? Or is each trade to be considered separately?

- What constitutes a "student"? Is someone enrolled in a single nursing course a nursing student? Or must the student be enrolled in a program which implies at least a tentative commitment to take several nursing and related courses? How do we count someone enrolled in courses from more than one program?

- Should data be collected by ethnic group and, if so, what categories should be used? Should data be collected by age? By whether or not the person is handicapped?

Exactly which issues of this kind must be decided depends to a large extent on how the specific research questions are formulated relative to each research topic.

As a case in point, consider the following research questions which were among those proposed for the Vocational Education Equity Study under the topic of student participation in vocational programs:

- How many male and female students of different ethnic backgrounds are participating in traditionally male, female, and mixed vocational education programs at the secondary and post-secondary levels?

- How many male and female students of different ethnic backgrounds are participating in traditionally male, female, and mixed vocational education programs for the handicapped or disadvantaged at secondary and post-secondary levels?

Clearly these research questions require that each of the matters listed above be resolved. In addition, they serve to raise the following questions: (1) How are "traditionally male," "traditionally female", and "traditionally mixed" defined? (2) How are "secondary" and "post-secondary" defined? (3) How is "disadvantaged" defined?, and (4) What consitutes a program for the handicapped or disadvantaged?

The specific matters of concern will, of course, differ dramatically depending on the research question. In any case, clearly stated research questions serve to indicate what kind of data must be collected, and to identify matters that must be resolved before data collection items can be developed.

The research questions should be reviewed in light of the factors discussed under Step 1. Once the research questions are clearly stated, it may become apparent that some aspects of a topic require much more effort to investigate than anticipated, are somewhat tangential given the original objective, or intrude into people's personal affairs more than is warranted. In the Vocational Education Equity Study, for example, the second of the two research questions listed above was dropped because it was less important than some other questions, and it was clear that all could not be investigated within the constraints of the project.

Step 3: Develop Items to Address Research Questions

There are many ways to use items--as direct queries in an interview or questionnaire, as guides to behavioral observations, as forms to complete in reviewing records, and so on. The use to be made of an item does, of course, influence the nature of the item. Detailed discussion of item construction goes beyond the scope of this document, although a large number of items are included in the Appendexes. The following are basic concerns in developing items:

- Determining the source to be tapped, and the basic strategy for tapping it. Most often, the source of information will be obvious from the statement of the research questions. But not always. For example, determination of the sex and racial composition of classes in the various vocational fields may be possible from school records, or it may require classroom observations. Which sources are available (or preferable, if more than one source is available) will help to determine the most appropriate form of the item.

  Similarly, once the source has been decided upon--for example, to gather information about instructional strategies by asking teachers--the strategy for phrasing items may differ depending on whether the item is to be included in an interview or a questionnaire. Concepts that might be ambiguous or require explanation can be used in an interview, but not in a questionnaire. Likewise, interviews allow for easier "branching" to follow-up items on the basis of the response because the trained interviewer is less likely to become confused than the questionnaire respondent who is new to the form. Many further examples could be given. The point is that careful attention should be given throughout item development to the way in which the items are to be used.

- Determining the level of sophistication of persons replying to the items. Clearly, an interviewee or questionnaire respondent must understand an item to answer it well. Thus, terminology and phrasing should be suitable for the intended users. This does not mean that technical terms have to be avoided--if the respondents can reasonably be expected to know the meaning of "in-kind contribution," "doppler effect," or some other technical term, then use it. What this does mean, though, is that care should be taken not to use a technical term when there is any suspicion that a significant number of respondents will fail to understand it.

  There is another aspect to this concern: the sophistication of the people who are to administer the items. An observational checklist may, for example, ask the user to classify events in the classroom. Such classifications can be made at various levels of abstractness or sophistication, and the categories used should be ones that the observers can use easily.

- Identifying cases in which information must be compared across information sources. Often it is desirable to get the views of various kinds of people about the same issue--say, the opinions of staff and students as to whether or not there is evidence of sex bias in a vocational program. Likewise, it may be worthwhile to see how staff perceptions of a given situation agree with the facts regarding that situation--say, whether staff assertions about the increased enrollment of girls following the advent of the new recruitment program in the building trades is borne out by the figures. Obviously, it is imperative that the information from the various people or sources be comparable. In the latter case, for example, staff would have to be asked to make quantitative estimates over a period for which actual figures were

available; an item that asked staff to rate whether increases have been "great," "slight," or "practically zero" would be useless for comparison with figures showing actual enrollment changes, although such an item might be quite useful for other purposes.

- Considering the needs of data analysis. This includes: (1) the technical adequacy of the item--whether or not it is so constructed as to yield data that can be meaningfully interpreted statistically, and (2) whether or not it can be analyzed given the staff time and funds available for analysis. These matters cannot be fully addressed only by looking at individual items, but must also be considered for data collection instruments as a whole. Nontheless, technical adequacy and complexity of analysis are critical matters to consider when developing items.

Concurrently with item development, establish any rules that may be needed by interviewers in scoring responses. For example, the following scale was used in the Vocational Education Equity Study to record the status of various activities to further sex equity.

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented or completed
0. I don't know
9. N/A

Guidelines for determining how to classify responses were developed (see Appendix I). In any instance where uncertainty may arise as to how to categorize a respondent's answer, similar guidelines must be established.

Step 4: Edit and Select Among the Items; Compile the Items into Forms

Each item should be edited for clarity and to assure that it appears to be suitable for the target audience for which it is intended. (Whether or not an item is, in fact, suitable will be determined in Step 5.) Next, the items should be compiled into forms to be administered as interviews or questionnaires, used as guides to behavioral observation, used to gather information from existing records, or used in some other data collection procedure. Finally, the items selected should be examined as a group to make sure that the various research topics receive an appropriate amount of emphasis.

Once editorial changes are made, arrange the items into forms. Do the following, in addition to simple topical organization of the items:

- Insert "screening" items, as applicable, to determine if various lines of inquiry are worth pursuing. (See Item 1 in Appendix B for an example.) Such items save a great deal of interview time, as they allow several questions to be skipped if the screening question shows them to be inapplicable.
- Insert "branching" instructions. Often one will pursue alternate lines of inquiry, depending upon the interviewee's reply to a given item. Indicate such "branching" points clearly, together with the number of the item to which the interviewer should turn in the event of each reply.
- Insert instructions as to who is to be asked to respond to which items. If everyone is to respond to all items in a given form, there is no problem. If, however, certain items are to be used with only a subset of respondents, indicate this by annotating the items or by segregating such items into a separate section. The latter makes for easier administration and is preferable in most cases. The cover page of the Interview of State Agency Personnel (Appendix B) contains an example of this strategy. Items 81 and 82 of that same form provide an example of an "on-the-spot" annotation of two items that were to be asked of only one person, but which did not merit a separate section.
- Prepare information sheets, lists of items, or any other materials to be distributed to respondents during interviews. The "practices sheet" which follows Item 13 in Appendix B is an example.
- Insert any other materials or instructions for the interviewer. The instructions in boxes in the Vocational Education Equity Study forms which serve to guide the interviewer are examples.

Step 5: Try Out the Forms

Use each of the forms in situations approximating as closely as possible the situations in which they will eventually be used. During the tryout, information should be gathered about any difficulties experienced by data collectors, interviewees, or questionnaire users. This information will be useful in revising wording, layout, and other matters of style. Also of importance is the amount of time required to use each form; if this proves excessive, cuts in content will probably have to be made.

As part of the tryout, be sure to analyze the data collected, at least in a rudimentary way. This has two virtues: (1) it shows early if interesting, useful results promise to emerge and (2) it helps to suggest how time-consuming data analysis will be. Attend to omens of disaster in either area through item revision, item deletion or addition, more extensive field testing, more thorough preliminary data analysis, or some other strategy that seems appropriate.

Step 6: Revise the Forms

Forms should be revised on the basis of the field test. This may require editing individual items, redesigning the layout of the forms, or removing and adding items. In addition to rephrasing the main body of the items--often called the "stems"--it may be necessary to change the response options. If questionnaire respondents complained about not having an answer to check that really reflected the answer they wished to give, or if interviewers found that the answers they were to record did not really fit the categories available, then a change in options is indicated. Whether or not another tryout is desirable and practical will depend on the magnitude of the revisions and the amount of time and money available.

Perhaps the most agonizing aspect of forms revision is making changes to shorten administration time. To some extent, rewording or reformatting items will serve this purpose, but this is often not enough. Adding more screening items may also help. Almost inevitably, though, something one would wish to keep will have to go. In deciding what, return to the objectives of the study and try to select those items whose absence promises to diminish least the quality of information collected relative to each objective. This may entail elimination of all items pertaining to one or more research questions, deletion of a few items pertaining to each question, or some other strategy. Cases vary so much that it is impossible to give guidelines beyond attention to the objectives of the study and consultation with those for whom the data are being collected.

Step 7: Formalize Procedures for Using the Forms; Train Data Collectors

Consistent procedures for using the forms must be followed if the data are to be of high quality: For example, many interview forms have categories to check to record the interviewee's responses. Inevitably, the interviewee's answers will not exactly match the categories on the forms, which circumstance will require the interviewer to make decisions about response categories. Guidelines for making these decisions must be formulated, and data collectors trained to follow them. If this is not done, any variations among respondents that appear in the data are as likely to reflect different standards for categorizing responses as actual differences among respondents. In the Vocational Education Equity Study procedures for using the forms were set in each area listed below. Not all of these will be necessary in every study; in other cases additional procedures may be needed.

- Sampling. Vocational Education Equity Study staff interviewed staff in each state department of education as well as staff and students at 100 schools. Only a portion of the possible respondents were selected at each site. This is very commonly called for in a study design, and clear procedures must be developed for deciding whom to pick. A statistician should design the sampling procedures.

- Coding and Protection of Privacy. While there was no reason to keep a permanent record of the name or affiliation of anyone interviewed in the Vocational Education Equity Study, temporary records were needed for sample selection and introductions. At the same time, there was a need to retain certain key information about the people interviewed. Among other things, we needed to know the sampling category from which each student was selected--a black woman taking a traditionally male program, for example--and the kind of school in which the student was enrolled--a comprehensive high school, a junior college, a technical institute, and so on. Initially, this information was linked to the student's name or that of the school the student attended. Thus, procedures had to be specified for coding the needed information, then purging the forms of the identifying information that could link a form to a particular school or student. Most studies will operate under requirements of confidentiality and protection of privacy that require some procedures of this general sort.

- Introducing the Study. In addition to a brief explanation of what the study is about and how the interviewee came to be picked, information to satisfy curiosity and to put the interviewee at ease, there are often other important points that must be made. For example, in the Vocational Education Equity Study it was important to make sure that each interviewee understood that responses would be held confidential and that participation was not obligatory. In other studies, quite different facts may have to be brought to the interviewee's attention--perhaps responses will not be kept confidential, or perhaps participation is obligatory and serious consequences will result from refusal to participate. In any case, matters pertaining to the intended use of information gathered, confidentiality of responses (or lack of confidentiality), and requirements (if any) for participation must be explained clearly to each interviewee, and it is much the best procedure to have a standard way of doing so.

- Administration of the Forms. This includes such matters as: the amount of time to spend on various topics; whether questions must be read exactly as they are written without explaining or paraphrasing them, or whether paraphrases and explanations are allowable; rules for using branching items; and protocols for categorizing the respondents' behavior. The level of detail necessary in specifying these and similar matters will vary substantially from study to study--experience gained in the tryout will be a valuable guide in deciding how elaborate these specifications need to be.

Once the procedures are set, staff who will serve as data collectors should be trained to use the forms, and allowed to practice interviewing, observing, searching records, or whatever else is required in a situation as close as possible to that in which the forms will ultimately be used. This procedure has the added benefit of providing an additional tryout of the forms themselves, and will help to uncover ambiguities or other difficulties in the forms and the procedures for using them that escaped previous notice.

Step 8: Collect the Data

Data Collectors, having been trained as discussed in Step 7, should be able to use the data collection forms. No more needs to be said about that. There are, however, some matters of scheduling and protocol that are critical for success in data collection. The steps listed below were required in the Vocational Education Equity Study to make certain that the appropriate people were kept informed of data collection activities, and that, where necessary, their approval was received. Some of these steps may not be necessary in studies of smaller scope while, in some cases, local practices may make additional steps advisable.

- Obtain Formal Approval of Data Collection Forms. Two approvals were required for the Vocational Education Equity Study forms, one by the Office of Planning, Budgeting, and Evaluation, the branch of the U.S. Office of Education that funded the study, the other by the Office of Management and Budget. Review and approval by the former agency was required to make sure that the forms accurately reflected the data needs of the agency; the latter agency exercises a general supervisory role with respect to data collection by federal agencies and contractors working for federal agencies. Studies not supported by federal funds do not require these approvals, but a state or local funding agency would, no doubt, wish to review forms being used to collect data under its auspices. Anyone collecting data using federal funds should check with the funding agency to determine if approval by that agency or by the Office of Management and Budget is required.

- Secure State-Level Approval for Data Collection. This included: notification of the Chief State School Officer in each state about the study; securing approval of the State Director of Vocational Education for interviews with SEA staff; and, in some states, securing approval to contact LEAs and schools to request their participation.

- Secure Local Education Agency and School Approval for Data Collection. First, the approval of the Local Education Agency was obtained. In some cases the local vocational education director enjoyed sufficient autonomy to approve a request to contact a school. In other cases, the superintendent, local committees that review data collection requests, or other persons or groups also had to approve. Finally, approval of the building principal had to be requested.

- Secure Agreement of Interviewees. As noted under the discussion of Step 7, participation was not obligatory, so permission of each interviewee had to be obtained at the time of his or her interview. In some districts, parental permission also had to be obtained before students could be interviewed.

Most of these steps are much less nuisancesome than it might appear from their description. The effort required is more than repaid in cooperation and pleasantness.

Step 9: Analyze and Report the Data.

As discussed toward the beginning of this chapter, data analysis should be of concern from the beginning of a study. In the Vocational Education Equity Study, for example, the Director of Design and Analysis was involved in all aspects of planning and execution of the study. Once the data have been collected, the only things that should remain to be done are preparing the detailed specifications for programmers, key punch operators, and others who will be responsible for abstracting data from the forms and conducting the mechanics of the analysis.

Preparing the report showing what the data reveal relative to the objectives that motivated the study in the first place is the crowning step. Very often, a review of the analyzed data will shed light on issues not explicitly raised when the objectives and research questions were originally formulated. Discussions of such findings as well as new issues raised, but not answered by the data, can also be very valuable parts of a report.

II. RESEARCH TOPICS, RESEARCH QUESTIONS, AND DATA COLLECTION FORMS USED IN THE VOCATIONAL EDUCATION EQUITY STUDY

The Vocational Education Equity Study research topics and data collection forms were developed in response to the objectives listed below. These objectives reflect the information needed by the U. S. Office of Education in making a required report to Congress.

1. Assess the extent to which sex discrimination and sex stereotyping exist in all vocational programs assisted under the Vocational Education Act of 1963, as amended.

2. Identify and analyze the various practices and activities, internal to the administration of the Vocational Education Act at the federal, state, and local levels which may facilitate or hinder equal opportunities for both sexes to have equal access to and preparation for a broad range of occupational fields.

3. Identify and analyze the various practices and activities, internal to vocational programs, including prevocational guidance and counseling, recruitment and placement as well as practices within the classrooms, laboratories, and work experience programs which result in sex bias.

4. Identify and analyze the school programs and practices which appear to be successful in reducing or eliminating sex bias and providing equal access to all students to a wide range of training opportunities and jobs.

5. Assess the progress made in reducing or eliminating such sex bias in programs assisted under the Act (P.L.94-482).

6. Develop criteria by which Federal, state, and local administrators can measure progress in reducing sex bias.

7. Identify and analyze factors external to the school, such as reluctance of employers or unions to accept women for certain jobs or apprentice programs, and analyze how schools are dealing with such factors.

8. Identify and analyze the extent to which progress has been made in reducing sex discrimination and sex stereotyping in occupations for which vocational students train.

Each of these objectives were addressed in the Vocational Education Equity Study, although the emphasis given to them in the data collection forms varies greatly. Figure II.1 lists the research topics investigated in the Vocational

Figure II.1 RESEARCH TOPICS AND RELATED OBJECTIVES

RESEARCH TOPICS		RELATED OBJECTIVES							
		One	Two	Three	Four	Five	Six	Seven	Eight
Topic 1:	Number of Males and Females with Jobs in Occupations for which Vocational Students Are Trained	X						X	X
Topic 2:	Wages of Males and Females with Jobs in Occupations for which Vocational Students Are Trained	X						X	X
Topic 3:	Participation in Vocational Education Classroom Training Programs	X				X			
Topic 4:	Male and Female Students in Cooperative Education and Work Study Programs	X		X		X			
Topic 5:	Male and Female Attrition Rates from Vocational Education Programs	X							
Topic 6:	Male and Female Students' Vocational Competencies			X		X			
Topic 7:	Male and Female Vocational Graduates' Satisfaction with Careers			X		X			
Topic 8:	Male and Female Students' Career Plans and Vocational Education Influence on These Plans	X		X		X			
Topic 9:	Students' (Male and Female) and Staffs' Satisfaction with Vocational Programs	X		X		X			
Topic 10:	Employers' Satisfaction with Male and Female Employees Who Graduated from Vocational Programs							X	
Topic 11:	Students', Staffs', and Employers' Opinions about Roles and Responsibilities of Men and Women in the Labor Force	X		X		X		X	
Topic 12:	Students', Staffs', and Employers' Attitudes Toward Sex Inequities	X		X		X		X	
Topic 13:	Staff Awareness of Effective Methods for Reducing Sex Inequities			X	X				
Topic 14:	Staffing Patterns in Vocational Education Programs	X	X	X		X			
Topic 15:	Implementation of Title IX at the State Education Agency Level	X	X						
Topic 16:	Implementation of Title IX at the Local Education Agency Level	X	X	X					
Topic 17:	Implementation of Sex Fairness Provisions--State Education Agency Level	X	X						
Topic 18:	Implementation of Sex Fairness Provisions--Local Education Agency Level	X	X	X					

Education Equity Study and indicates the objectives to which each research topic pertains. Given the interrelated nature of the objectives it is not surprising that some research topics pertain to more than one of the objectives.

These, or similar research objectives and research topics may well be appropriate in other studies of sex equity in vocational programs. In such cases, research questions and associated items used in the Vocational Education Equity Study may prove useful as well. Accordingly, the balance of this chapter has two primary purposes: (1) to specify the research questions and the items used in the Vocational Education Equity Study to investigate them; and (2) to suggest ways to prepare items to investigate topics in more detail than was suitable in the Vocational Education Equity Study.

RESEARCH QUESTIONS AND ITEMS TO INVESTIGATE THEM

Listed below are the research questions considered for inclusion under each research topic, along with a key to the items used to investigate them. A rationale for including or omitting each question or topic is given and will serve to illustrate some of the considerations that affect most data collection efforts. Each topic, whether addressed in items included in the forms or not, was discussed in a volume prepared as part of this project (Steiger, et al, 1979). The Steiger volume reviews data from the professional literature and legislative proceedings, including statistical data pertaining to these topics; it is designed to complement the information obtained using the forms.

A copy of each Vocational Education Equity Study instrument may be found in the appendixes:

- Interview of State Directors (Appendix A)
- Interview of State Agency Personnel (Appendix B)
- Staff Questionnaire (Appendix C)
- Interview of Local Agency Personnel (Appendix D)
- Instructor Interview (Appendix E)
- Counselor Interview (Appendix F)
- Student Interview (Appendix G)
- Student Questionnaire (Appendix H)
- Glossary of Terms (Appendix I)

Background Information About Respondents, and Other Notes

Many of the research questions imply the need to collect background information about respondents. For example, one may wish to know not only how satisfied

students are with their classes, but also how the satisfaction of women compares with that of men, how that of adolescents compares with that of adults, and how that of one ethnic group compares with that of others. (This does not exhaust the possibilities.) Similarly, one might wish to compare the responses of male and female staff, of staff from different ethnic groups, and so on. Accordingly, the following background information was collected. The instrument and item number are listed below each characteristic.

Student Characteristics. The following "student" characteristics were selected as worthy of investigation. Some items were more concerned with student background than with student characteristics, per se.

- Sex

  Student Interview 2

- Race/ethnic group

  Student Questionnaire 2

- Type of school attended

  Student Interview 1

- Age

  Student Questionnaire 1

- Self-rating as a student

  Student Questionnaire 3

- Hours in school and in vocational programs

  Student Interview 3, 5, 6

- Makeup of vocational classes in which the student is enrolled

  Student Interview 7

- Influences on occupational program choice including influences within and outside of the school

  Student Interview 8, 9, 10, 11, 17, 18, 19, 20, 21

- Parents' occupations (as an indication of socioeconomic status)

  Student Interview 11i, 11j

- Occupational preferences

  Student Interview 12, 13

- Plans upon completion of school

  Student Interview 14

- Perceived effect of marriage on plans for working

  Student Interview 15, 16

Staff Characteristics*

- Sex
  - Interview of State Director 19
  - Interview of State Agency Personnel 87
  - Interview of Local Agency Personnel 59
  - Instructor Interview 79
  - Counselor Interview 82
- Race/ethnic group
  - Interview of State Director 20
  - Interview of State Agency Personnel 88
  - Interview of Local Agency Personnel 60
  - Instructor Interview 80
  - Counselor Interview 83
- Position of respondent
  - Interview of State Director 21
  - Interview of State Agency Personnel 89
  - Interview of Local Agency Personnel 61
  - Instructor Interview (occupational field in which instructor teaches) 2
  - Counselor Interview 2, 3
- Experience in various positions in education
  - Interview of State Director 16
  - Interview of State Agency Personnel 80
  - Interview of Local Agency Personnel 52
  - Instructor Interview 71
  - Counselor Interview 74
- Experience with nontraditional students
  - Interview of State Agency Personnel 81
  - Interview of Local Agency Personnel 53
  - Instructor Interview 72
  - Counselor Interview 75

*No "staff characteristics" data were requested on the Staff Questionnaire, because the code number on the questionnaire linked the respondent to an interview form containing such information. Had this not been the case, background information would have been requested on the Staff Questionnaire.

- Experience with nontraditional staff

  Interview of State Agency Personnel 82

  Interview of Local Agency Personnel 54

- Relevant experience prior to assuming role of Sex Equity Coordinator

  Interview of State Agency Personnel (asked of Sex Equity Coordinators only) 35

- Type of school in which employed

  Instructor Interview 1

  Counselor Interview 1

- Training and experience relevant to teaching or counseling

  Instructor Interview 3, 4, 5, 6, 7

  Counselor Interview 4, 5

Data about staff and student characteristics gathered using these items are necessary for answering many of the research questions on the following pages. Generally, these items are not keyed to specific research questions below; those items that are referred to for each research question apply to the content area addressed.

Topic 1: Number of Males and Females with Jobs in Occupations for Which Vocational Students Are Trained

Suggested Research Question:

1.1 How many males and females of different ethnic backgrounds hold jobs in traditionally male, female, and mixed occupations for which vocational education students are trained?

This topic was not included on the data collection forms because the collection of new labor market data was beyond the scope of the study. This topic was addressed using existing data (Steiger, et al, 1979). Two points about the suggested research question deserve note: (1) analysis by ethnic group as well as by sex was suggested--this was done frequently in the Vocational Education Equity Study because of the possibility that stereotyping and its effects may be differentially felt by members of various ethnic groups; (2) the exact meaning assigned to certain of the terms--"traditionally male occupation," for example--becomes critical.

Topic 2: Wages of Males and Females with Jobs in Occupations for which Vocational Students are Trained

Suggested Research Question:

2.1 How much do males and females of different ethnic backgrounds earn for jobs in traditionally male, female, and mixed occupations for which vocational education students are trained?

This topic was treated in the same way as was Topic 1, for the same reasons.

Topic 3: Participation in Vocational Education Classroom Training Programs

Suggested Research Questions:

3.1 How many male and female students of different ethnic backgrounds at the secondary and post-secondary levels are participating in traditionally male, female and mixed vocational education classroom programs?

3.2 How many male and female students of different ethnic backgrounds at the secondary and post-secondary levels are participating in traditionally male, female and mixed vocational education programs for the handicapped or disadvantages?

3.3 What are the characteristics of male and female students of different ethnic backgrounds who participate in traditionally male, female and mixed vocational education programs at the secondary and post-secondary levels?

Research Question 3.2 was eliminated as being beyond the scope of the study. Questions 3.1 and 3.3 were addressed as follows:

Research Question 3.1. A representative sample of schools offering vocational programs was drawn and student enrollment data collected at those schools. This allowed an estimate to be made of the number of students of each category enrolled in each type of program. (See Harrison, et al., 1979, for details of the procedures used.) Similar procedures could be used in other large studies. If a study concerns only a relatively small population, say students enrolled in a single school or district, then it may be possible to get a complete census, eliminating the need for estimation from a sample. Some schools, districts, and states, maintain records of sufficient quality to allow a question of this type to be answered without resorting to estimation.

Research Question 3.3. Racial/ethnic group membership was among the "student characteristics" listed above. Student Interview item 4 asked for the occupational field in which the student was enrolled. This was then classified as a traditionally female, traditionally male, or traditionally mixed field, as these are defined in Appendix I.

Topic 4: Male and Female Students in Cooperative Education and Work Study Programs

Suggested Research Questions:

4.1 How many male and female students of different ethnic backgrounds and at the secondary and post-secondary level are participating in traditionally male, female and mixed cooperative education or work study programs?

4.2 How many male and female students of different ethnic backgrounds and at the secondary and post-secondary levels are participating in traditionally male, female or mixed cooperative education or work study programs designed for the handicapped or disadvantaged?

4.3 What are the characteristics of male and female students of different ethnic backgrounds who participate in traditionally male, female, and mixed cooperative education or work/study programs at the secondary or post-secondary level?

Research Question 4.2 was eliminated as beyond the scope of the study. Questions 4.1 and 4.3 were addressed as follows:

Research Question 4.1

- Student indication of participation

  Student Interview 23, 24

- Faculty indication of student participation

  Instructor Interview 11, 12

Research Question 4.3. The items listed above under "Student Characteristics" provide background information about students enrolled in cooperative or work/study programs.

Topic 5: Male and Female Attrition Rates from Vocational Education Programs

Suggested Research Questions:

5.1 How many male and female students of different ethnic backgrounds and at the secondary and post-secondary levels drop out of traditionally male, female, and mixed vocational education programs?

5.2 What are the characteristics of male and female students of different ethnic backgrounds who drop out of traditionally male, female, and mixed vocational education programs at the secondary or post-secondary levels?

5.3 How do students and staff perceive attrition rates of traditional and nontraditional students.

Research Questions 5.1 and 5.2 were not included on the forms. The former was omitted because a review of records as thorough as would have been required would have consumed excessive amounts of staff time. The latter is not only precluded by elimination of the former--we would not have known whom to interview--but also because adequate staff time was not available. Research Question 5.3 was addressed as follows:

Research Question 5.3

- Attrition rates as perceived by students

  Student Interview 22

- Attrition rates as perceived by staff

  Instructor Interview 8, 9, 10

  Counselor Interview 6, 7, 8

Topic 6: Male and Female Students' Vocational Competencies

Suggested Research Question:

6.1 How well do male and female students of different ethnic backgrounds perform in traditionally male, female and mixed vocational education programs at the secondary or post-secondary levels as measured by achievement or performance tests.

This topic was omitted because review of student records was beyond the scope of this study as was the administration of performance or achievement tests. Even if existing records could have been collected, an attempt to combine data from different tests administered using varying procedures would have presented serious methodological problems and the results would almost certainly have been ambiguous.

Topic 7: Male and Female Vocational Graduates' Satisfaction with Careers

Suggested Research Question:

7.1 How satisfied with their careers are men and women of different ethnic backgrounds who participated in traditionally male, female and mixed vocational education training programs.

This topic was omitted from the forms because follow-up of graduates was beyond the scope of the Vocational Education Equity Study.

Topic 8: Male and Female Students' Career Plans and Vocational Educators' Influence on These; Vocational Educators' and Students' Perceptions of Traditional and Nontraditional Students

Suggested Research Questions:

8.1 What are the likely and ideal career plans of male and female students of varying ethnic backgrounds and ages at the secondary and post-secondary levels in traditionally male, female or mixed vocational education programs?

8.2 How much do male and female students of varying ethnic backgrounds and ages at the secondary and post-secondary level in traditionally male, female and mixed vocational programs expect to earn, and how realistic are these expectations?

8.3 What are vocational educators' perceptions of the ideal and likely careers of male and female students of varying ethnic backgrounds?

8.4 Do vocational education staff and vocational students think that students who enroll in nontraditional programs are different socially or academically from students who enroll in traditional programs?

8.5 How much do vocational education staff think male and female students of varying ethnic backgrounds will earn, and are these expectations realistic?

8.6 How influential do vocational educators feel they can be in affecting career choice? What do students report as major influences on career choice?

Research Questions 8.2, 8.3 and 8.5 were omitted from the forms largely because items to elicit estimates of wages proved troublesome to administer on the tryout of draft instruments--for example: Should earnings be considered hourly or yearly in seasonal jobs like construction? Which is the better,

estimates for entry level or after a year or two? What if a teacher trains students for several occupations that vary greatly in expected wage?, and so on. Also, determining what was "realistic" implied the collection of more data than it was practical to gather about local wage rates and placement history of graduates of the vocational programs in question.

Research Questions 8.1, 8.4 and 8.6 were addressed as follows:

Research Question 8.1. Students were asked what they anticipated doing after graduation, and what careers they would ideally take up.

Student Interview 13, 14

Research Question 8.4

- Response of others to nontraditional students

  Staff Questionnaire 1, 2

  Instructor Interview 13, 14

  Counselor Interview 14, 15

- Motivation of traditional and nontraditional students

  Staff Questionnaire 9, 10

  Student Questionnaire 14, 15

- Anticipated personal happiness of traditional and nontraditional students

  Staff Questionnaire 3, 4

Research Question 8.6

- Staff perceptions of vocational educators' influence on career choice

  Staff Questionnaire 42, 43, 44, 45, 50, 51

- Student report of influences on their choices

  Student Interview 9, 11

Topic 9: Student and Staff Satisfaction with Vocational Programs

Suggested Research Questions:

9.1 How satisfied with their training programs are men and women of different ethnic backgrounds who participated in traditionally male, female, and mixed vocational education training programs?

9.2 How satisfied are vocational education staff with vocational education training programs, including efforts being undertaken to further sex equity?

These questions were addressed as follows:

Research Question 9.1

- Satisfaction with information about jobs

  Student Questionnaire 4

- Satisfaction with training

  Student Questionnaire 5, 6, 8

- Satisfaction with job placement

  Student Questionnaire 7

- Reaction to efforts to encourage or discourage nontraditional enrollment

  Student Interview 20b, 21b

Research Question 9.2

- Satisfaction with activities to reduce sex inequities in staffing

  Interview of Local Agency Personnel 2

  Instructor Interview 27

  Counselor Interview 23

- Satisfaction with Title IX activities

  Interview of State Agency Personnel 41, 42

  Interview of Local Agency Personnel 50, 51

- Overall satisfaction with efforts to reduce inequities

  Interview of State Agency Personnel 64, 65, 79

  Instructor Interview 65, 66

  Counselor Interview 68, 69

- Satisfaction with workshops and like programs designed to foster sex equity

  Interview of Local Agency Personnel 33b, 34b

  Instructor Interview 56b, 57b

  Counselor Interview 59b, 60b

- Satisfaction with nontraditional cooperative education and work/study assignements

  Instructor Interview 11c, 12c

Topic 10: Employers' Satisfaction with Male and Female Employees Who Graduated from Vocational Programs

Suggested Research Question:

10.1 How satisfied are employers with male and female employees of different ethnic backgrounds who participated in traditionally male, female and mixed vocational education programs?

This topic was omitted from the forms as interviews with employers were beyond the scope of the study.

Topic 11: Student, Staff and Employer Opinions about Roles and Responsibilities of Men and Women in the Labor Force

Suggested Research Questions:

11.1 Do male and female students of various ethnic backgrounds expect male and female graduates to work for pay? Do vocational vocational education staff? Do employers?

11.2 Do male and female students of various ethnic backgrounds believe sex discrimination in the labor force to be a problem? Do staff? Do employers?

11.3 Do male and female students of various ethnic backgrounds believe that men and women should have equal access to all occupations? Do staff? Do employers? How do they rate the present status of opportunities for men and women? Do they see men and women as equally suitable candidates for various jobs?

These questions were all addressed, omitting those portions having to do with employers insofar as answering them would have required employer interviews. Some questions are asked of staff about employer willingness to hire nontraditional students. Staff responses cannot, of course, be accepted as truly reflecting employer opinion--they may or may not. However, data about staff perceptions of employer attitudes are informative in and of themselves. These research questions were addressed as follows:

Research Question 11.1. Because of limits on the length of questionnaires and interviews, only a few items were included relative to this question.

Staff Questionnaire 15, 16, 20

Student Interview 15, 16

Research Question 11.2

Staff Questionnaire 21

Student Questionnaire 9

Research Question 11.3

- Desirability of equal access and opinion about efforts in that direction

  Staff Questionnaire 6, 35

  Student Questionnaire 11, 20

- Opinion about present status of opportunities for men and women on the job

  Staff Questionnaire 13, 14, 17, 18, 21

  Student Questionnaire 18, 19

  Instructor Interview 67, 68, 69, 70

  Counselor Interview 70, 71, 72, 73

- Relative suitability of men and women for various work roles

  Staff Questionnaire 5, 22-34

  Student Questionnaire 10

Topic 12: Students', Graduates', and Employers' Attitudes Toward Sex Inequities

Suggested Research Questions:

12.1 What are the attitudes of male and female students of different ethnic backgrounds at the secondary and post-secondary levels in traditionally male, female or mixed vocational education programs toward sex inequities?

12.2 What are the attitudes of men and women of different ethnic backgrounds at the secondary and post-secondary levels who participated in traditionally male, female or mixed vocational programs toward sex inequities?

12.3 What are the attitudes of staff of vocational education programs toward sex inequities?

12.4 What are the attitudes of employers toward sex inequities?

Research Questions 12.2 and 12.4 were not addressed in the forms because interviews or other contacts with graduates and employers were beyond the scope of the study. Research Questions 12.1 and 12.3 were addressed as follows:

Research Question 12.1

- Opinion about whether or not students prefer sex-segregated classes

  Student Questionnaire 16, 17

- Opinion about acceptability of training for jobs traditionally dominated by persons of the other sex

  Student Questionnaire 12, 13

- Reaction to encouragement or discouragement to enroll in a nontraditional course or program

  Student Interview 20b, 21b

Research Question 12.3

- Opinion about the acceptability of various inequitable practices

  Interview of State Agency Personnel 13

  Interview of Local Agency Personnel 10

  Instructor Interview 37

  Counselor Interview 33

- Opinion about appropriate action to take with respect to staff advocating or engaging in inequitable practices

  Staff Questionnaire 36-41

- Opinion about acceptability of training students for non-traditional jobs

  Staff Questionnaire 7, 8

- Opinion about whether or not students prefer sex-segregated classes

  Staff Questionnaire 11, 12

Topic 13: Staff Awareness of Effective Methods for Reducing Sex Inequities

Suggested Research Questions:

13.1 How aware are vocational education staff of activities designed to eliminate sex inequities?

13.2 What methods do vocational staff feel would be most effective in reducing sex inequities?

13.3 How important do vocational education staff believe they are in influencing students' career choices, in particular, choices to train in nontraditional areas? What additional training do staff feel would be helpful? What additional resources?

Each of these questions was addressed in the data collection forms, as follows:

Research Question 13.1 This question was addressed by asking staff about workshops or other meetings they had attended and for information about outstanding programs. In addition, it is possible in data analysis to compare across forms to see if other staff are aware of activities described by, say, the Sex Equity Coordinator or the State Director.

- Attendance at workshops or other meetings designed to foster sex equity

  Interview of Local Agency Personnel 33, 34

  Instructor Interview 56, 57

  Counselor Interview 59, 60

- Awareness of outstanding programs or activities

  Interview of State Agency Personnel 85

  Interview of Local Agency Personnel 57

  Counselor Interview 80

Research Question 13.2

Interview of State Agency Personnel 21, 22, 31, 32, 84

Interview of Local Agency Personnel 56

Instructor Interview 77

Counselor Interview 79

Research Question 13.3

- Perceived ability to influence student attitudes about sex inequity

  Staff Questionnaire 46-49, 52, 53

- Perceived need for further training to foster sex equity

  Instructor Interview 74

  Counselor Interview 77

- Perceived need for materials designed to foster sex equity

  Instructor Interview 75, 76

  Counselor Interview 78

Topic 14: Staffing Patterns in Vocational Education Programs

Suggested Research Question:

14.1 How many vocational educators are there, and what are their characteristics?

The "how many" aspect was answered at the State Level simply by tallying respondents. At the local and school levels, national totals were estimated by extrapolation from the sample of 100 schools. Several questions about staff training and experience were especially useful for the purpose of comparing the qualifications of men and women in similar positions. This substantive question was addressed as follows:

Research Question 14.1. Items pertaining to staff characteristics were listed earlier in this chapter. In addition, the following information about the composition of the State Advisory Council was collected.

- Sex and racial/ethnic composition of State Advisory Council (asked only of the Executive Director of the State Advisory Council)

  Interview of State Agency Personnel 66

- Expertise of women on the State Advisory Council (asked only of the Executive Director of the State Advisory Council)

  Interview of State Agency Personnel 67, 68, 69, 70

Topic 15: Implementation of Title IX at the State Education Agency Level

Suggested Research Questions:

15.1 In response to Title IX, have State Education Agencies conducted self-evaluation studies that included vocational education? If so, what actions have been taken as a result of them? How satisfactory are Title IX activities?

15.2 In response to Title IX, have State Education Agencies appointed special personnel?

15.3 Has a liaison been created between the people responsible for Title IX implementation and vocational education program staff?

Each of these questions was addressed in that portion of the Interview of State Agency Personnel administered exclusively to Sex Equity Coordinators. This was done because the Sex Equity Coordinators should be aware of Title IX activities and, therefore, be able to supply the basic information sought. These questions were addressed as follows:

Research Question 15.1

Interview of State Agency Personnel 38, 39, 41, 42

Research Question 15.2

Interview of State Agency Personnel 37

Research Question 15.3

Interview of State Agency Personnel 40

Topic 16: Implementation of Title IX at the Local Education Agency Level

Suggested Research Questions:

16.1 In response to Title IX, have Local Education Agencies conducted self-evaluation studies that included vocational education? If so, what has been their nature and scope? What actions have been taken as a result of them? How satisfactory are the activities in response to Title IX in the opinion of the respondents?

16.2 In response to Title IX, have Local Education Agencies appointed special personnel?

16.3 In response to Title IX, has a liaison been created between the people responsible for its implementation and vocational education program staff?

Each question was addressed in the data collection forms, as follows:

Research Question 16.1

- Has a Title IX self-evaluation been conducted?

  Interview of Local Agency Personnel 42

  Instructor Interview 62

  Counselor Interview 65

- Scope of self-evaluation

  Interview of Local Agency Personnel 43, 44, 45, 46

  Instructor Interview 58, 59, 60, 61

  Counselor Interview 61, 62, 63, 64

- Changes as a result of self-evaluation

  Interview of Local Agency Personnel 47

  Instructor Interview 63, 64

  Counselor Interview 66, 67

- Satisfactoriness of activities in response to Title IX

  Interview of Local Agency Personnel 50, 51

Research Question 16.2

Interview of Local Agency Personnel 48

Research Question 16.3

Interview of Local Agency Personnel 49

Topic 17: Implementation of Sex Fairness Provisions--State Education Agency Level

Suggested Research Questions:

17.1 In response to P.L. 94-482, what specific policies and procedures have been delineated in State Plans to assure equal access to vocational education programs by men and women?

17.2 In response to P.L. 94-482, have State Education Agencies appointed special personnel (Sex Equity Coordinators)? If so, what are their positions and responsibilities, what actions have they taken, and how successful have they been?

17.3 In response to P.L. 94-482, what kinds of data gathering and other review activities have State Education Agencies sponsored to obtain information about the extent of sex inequities in their current programs and the effectiveness of efforts to overcome them? What has been the nature, scope, and findings of the reviews and what actions have been taken as a result of them, including information dissemination?

17.4 What other actions have State Education Agencies taken to further sex equity?

17.5 How prevalent do State Education Agency staff feel various inequitable practices to be? What do they see as the biggest constraints to sex equity?

Research Questions 17.2, 17.3, and 17.4 were addressed in the forms. Research Question 17.1 was addressed in a review of State Plans (see Steiger et al., 1979). In some--not all--instances, it would have been very difficult to determine if a particular activity was undertaken specifically in response to P.L. 94-482. The items are, generally speaking, not designed to ferret out whether or not a given action was directly prompted by the law. Rather, the items are designed to determine what actions the states are taking that satisfy the various requirements in the law. These research questions were addressed as follows:

Research Question 17.2

- Whether or not there is a Sex Equity Coordinator, selection criteria, and employment status

  Interview of State Directors 3, 4, 5, 7

  Interview of State Agency Personnel (asked of Sex Equity Coordinators only)* 34

  Interview of State Agency Personnel (Others)* 61

- Functions and perceived effectiveness

  Interview of State Directors 6

  Interview of State Agency Personnel (Sex Equity Coordinators) 44, 50-60

  Interview of State Agency Personnel (Others) 63, 64, 65

- Use of $50,000 set aside, and of other funds (if any)

  Interview of State Agency Personnel (Sex Equity Coordinators) 45-49

Research Question 17.3

- Data about staffing and enrollment patterns

  Interview of State Directors 1c, 8, 9

  Interview of State Agency Personnel 24, 33

- Data about sex inequities in vocational programs or in materials used in vocational programs

  Interview of State Directors 12

  Interview of State Agency Personnel 27, 30, 43, 71-75

- Data on practices to encourage sex equity

  Interview of State Directors 13

  Interview of State Agency Personnel 23

- Review of funding, grants and applications

  Interview of State Directors 10

  Interview of State Agency Personnel 25, 26, 29

- Dissemination targets

  Interview of State Directors 11

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*Different items regarding the Sex Equity Coordinator's office were used for the Sex Equity Coordinator and for others at the state level.

Research Question 17.4

- Actions by the State Advisory Council

  Interview of State Agency Personnel 71-78

- Activities to increase the number of nontraditional staff

  Interview of State Directors 1b, 1f

  Interview of State Agency Personnel 1-5

- Efforts to encourage nontraditional enrollments or to assist nontraditional students to find and keep jobs

  Interview of State Directors 1e, 1g

  Interview of State Agency Personnel 16, 17, 18

- Efforts to encourage nontraditional representation on local advisory councils

  Interview of State Agency Personnel 19, 20

- Efforts to assist other agencies to improve the opportunities for women

  Interview of State Directors 15

- Other programs or activities

  Interview of State Directors 1a, 1d

- Formal mechanisms for recommending steps to overcome inequities

  Interview of State Directors 14

Research Question 17.5

Interview of State Directors 17

Interview of State Agency Personnel 6-12, 14, 15, 83

Topic 18: Implementation of Sex Fairness Provisions at the Local Education Agency Level

Suggested Research Questions:

18.1 In response to P.L. 94-482, what kinds of research, curriculum development, and evaluation projects have been sponsored by Local Education Agencies?

18.2 In response to P.L. 94-482, what affirmative action job placement programs have Local Education Agencies sponsored to place staff in nontraditional roles?

18.3 In response to P.L. 94-482, have Local Education Agencies sponsored programs to encourage students to enroll in nontraditional programs? To inform students of possible inequities, and to provide support to nontraditional students?

18.4 In response to P.L. 94-482, have Local Education Agencies undertaken special programs for minority women or for older women?

18.5 In response to P.L. 94-482, what other activities have Local Education Agencies undertaken to encourage sex equity?

18.6 How prevalent do Local Education Agency staff feel various inequitable practices to be? What do they see as the biggest constraints to sex equity?

Each of these questions was addressed in the instruments. As discussed under Topic 17, it was generally difficult to know whether an action in accord with the law is in response to the law. Trying to determine this point by point would have been so time-consuming as to interfere with the collection of other data. These questions were addressed as follows:

Research Question 18.1

Interview of Local Agency Personnel 35-39

Instructor Interview 40

Counselor Interview 36

Research Question 18.2

Interview of Local Agency Personnel 1, 2

Instructor Interview 20-27

Counselor Interview 16-23

Research Question 18.3

- Programs to encourage nontraditional enrollment

Interview of Local Agency Personnel 14

Instructor Interview 41

Counselor Interview 37, 58

- Programs to alert students to possible inequities
  - Interview of Local Agency Personnel 13
  - Instructor Interview 40
  - Counselor Interview 36
- Special support services
  - Interview of Local Agency Personnel 15, 16, 17
  - Instructor Interview 42, 43, 44
  - Counselor Interview 38, 40, 41

Research Question 18.4

- Programs for minority women
  - Interview of Local Agency Personnel 19-26
  - Instructor Interview 48-55
  - Counselor Interview 42-50
- Programs for older women
  - Interview of Local Agency Personnel 27-32
  - Counselor Interview 51-56

Research Question 18.5

- Programs to alert staff to sex inequity and how to combat it
  - Interview of Local Agency Personnel 33a, 34a
  - Instructor Interview 56a, 57a
  - Counselor Interview 59a, 60a
- Nontraditional representation on advisory councils
  - Interview of Local Agency Personnel 40, 41
  - Instructor Interview 45, 46
- Nontraditional work study and cooperative education placements
  - Instructor Interview 11b, 12b
- Programs for groups outside the school
  - Interview of Local Agency Personnel 18
  - Instructor Interview 47
  - Counselor Interview 39

Research Question 18.6

- Perceived prevalence of inequitable practices

  Interview of Local Agency Personnel 3-12

  Instructor Interview 28-39

  Counselor Interview 24-35

- Perceived constraints to sex equity

  Interview of Local Agency Personnel 55

  Instructor Interview 73

  Counselor Interview 76

III. SUGGESTIONS FOR EXPANDING THE COVERAGE GIVEN TO RESEARCH TOPICS AND QUESTIONS

What was a suitable amount of attention to give to a particular research question in the Vocational Education Equity Study may be inappropriate in another study. Therefore, we will suggest some ways to modify the forms included in Appendixes A-H. Basically, there are three ways of modifying the forms: (1) expanding the content area covered in the forms, (2) increasing the level of detail with which topics or questions are addressed, and (3) decreasing the amount of attention given to a research topic or question.

For purposes of this section, we will assume that a decision as to whether or not the forms should be changed has been made and that the only outstanding question is how to do it. Further, we assume that decreasing the amount of attention given to a research topic or question is generally so simple as to require no further discussion. Therefore, we will attend, in turn, to the first two kinds of changes.

By Way of Introduction...

Before discussing these kinds of changes, we would like to make clear the distinction between them. "Expanding the content area" may mean anything from adding a few more items related to a research question already included in the form to the addition of a whole new topic. By contrast, "increasing the level of detail" is meant to cover the case in which follow-up items are added to investigate more thoroughly a point already asked about on a form.

Naturally, we will not in this chapter try to show every possible expansion. Rather, we have tried to identify some classes of expansions to serve as examples. What one actually does, of course, depends on the data needs of a given study. What follows is intended to provide models and examples and to serve as a stimulus in item creation; it is not a prescription.

Expanding the Content Area Covered in the Forms

We will consider three situations:

- Adding more items related to attitudes or opinions with respect to a research topic or question already under investigation.

- Adding more items related to programs or activities with respect to a research topic or question already under investigation.

- Adding a new research topic or question.

The first two are relatively straightforward and amount essentially to augmenting a related group of items on the Vocational Education Equity Study forms with similar items. (Perhaps at the same time deleting some items presently on the forms.)

Adding more items related to attitudes or opinions with respect to research topics already in the forms. Appendix J contains items that pertain to attitudes and opinions, but which were not used in the Vocational Education Equity Study. They are grouped into the following categories:

- Items about the perceived suitability of men and women for various work roles. (J.1)

- Items requesting opinions about inequities in vocational education and the labor force. (J.2)

- Items about factors seen to advance or interfere with sex equity. (J.3)

Adding more items related to programs or activities with respect to a research topic or question already under investigation. Items dealing with the following are contained in Appendix K:

- Prevalence of various kinds of inequities. (K.1)

- State Education Agency activities to lessen inequities. (K.2) (Many of these can be easily converted to apply to Local Education Agency or school efforts; some can be used without modification.)

Adding a new research topic or question. As with the items in Appendixes I and J, the items keyed here are largely ones left off of the forms in Appendixes A-H because the topics or questions to which they pertained were dropped from the study. Items pertaining to the following may be found in Appendix L:

- Performance of male and female students in vocational classes. (L.1)

- Satisfaction of male and female graduates with their careers. (L.2)

- Satisfaction of vocational staff with the school and its programs. (L.4)

Expanding the Level of Detail With Which Items are Addressed

We will consider four kinds of requests for additional information:

- Requests for formal data, reports or other documents or sources.
- Requests made of an interviewee for detailed information about a program or activity.
- Requests for the reasoning behind an attitude or belief or more specifics about the content of an attitude or belief.
- Requests for recommendations on actions to take.

Requests for formal data, reports, or other documents or sources. There are two cases: (1) Asking for whatever data, reports or other materials happen to be handy, and (2) requesting the collection of new data. In the former case a checklist, such as that shown below can be used to keep track of what to request, and the status of the request. Note that the first item pertains to a document known in advance to be wanted, whereas the second pertains to one whose desirability will become apparent only after an interviewee mentions a program or activity about which documentation may exist.

DOCUMENTATION SHEET

1. STATE PLAN FOR VOCATIONAL EDUCATION

___ in hand

___ to be gathered from: _____

_____

_____

2. PROGRAM OR ACTIVITY FOLLOW-UP

Name or description of activity _____

_____

___ Documents in hand

___ Documentation to be gathered from: _____

_____

_____

___ Documents unavailable

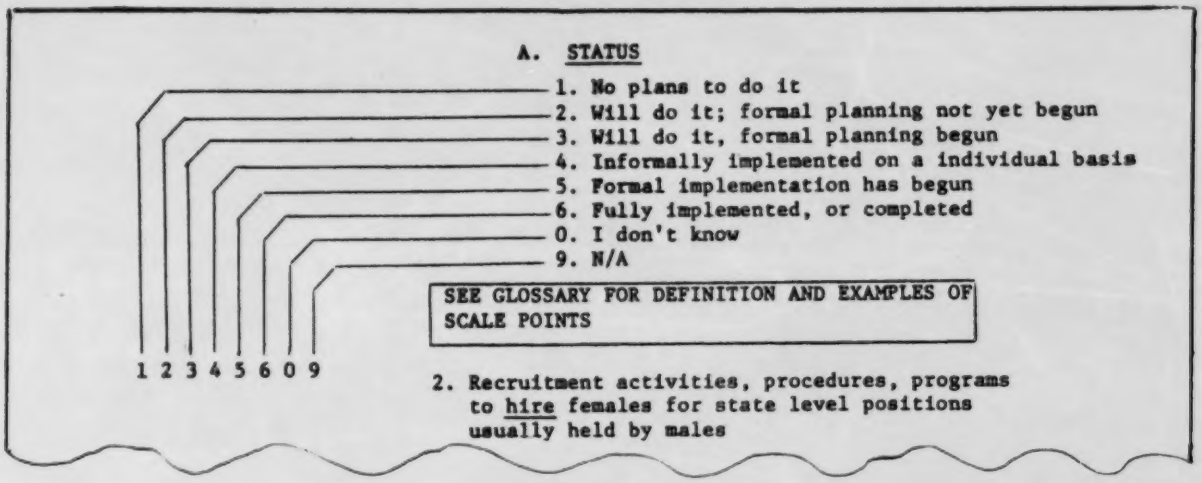
___ No documents exist

The second case, collection of new data, will generally require very explicit data collection forms, together with rules for using them. The form below could be used to record the number of women and men teaching in various vocational fields at a given school. Instructions would deal with matters such as: What occupations go in each occupational area? How do you count someone teaching in more than one occupational area? How do you count part-time staff? To assure consistency in data collection, it is best--critical, really--that data collection using forms such as this be done by research staff and not by other staff at the school, although the cooperation of the latter is often quite useful.

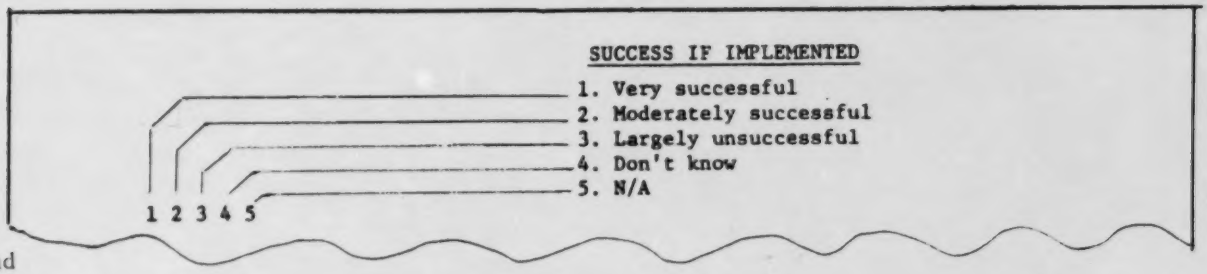
Occupational Area		1. White non-Hispanic	2. Black non-Hispanic	3. Hispanic	4. Asian or Pacific Islander	5. American Indian or Native American	TOTAL
1. Health	Men						
	Women						
	Total						
2. Home Economics	Men						
	Women						
	Total						
3. Business	Men						
	Women						
	Total						
4. Distributive Education	Men						
	Women						
	Total						
5. Technical	Men						
	Women						
	Total						
6. Trade and Industrial	Men						
	Women						
	Total						
7. Agriculture	Men						
	Women						
	Total						
TOTAL	N						

Requests for more information about a program or activity. Many strategies can be used to this end. Some examples:

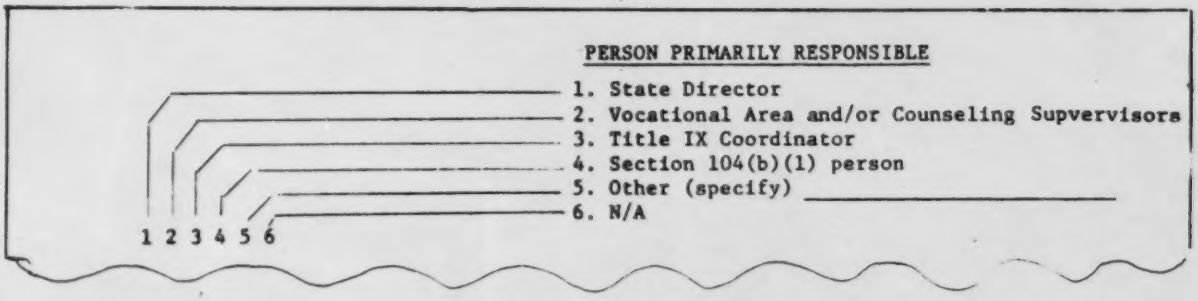
- Add scales with respect to existing items. Many items in the forms ask for the status of a possible action. For example, state level respondents are asked to provide information to complete this item:


A. STATUS
1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it, formal planning begun
4. Informally implemented on a individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A
SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS
1 2 3 4 5 6 0 9
2. Recruitment activities, procedures, programs to hire females for state level positions usually held by males

A wide variety of scales can be added as appropriate to the topic. For example:



and


PERSON PRIMARILY RESPONSIBLE
1. State Director
2. Vocational Area and/or Counseling Supvervisors
3. Title IX Coordinator
4. Section 104(b)(1) person
5. Other (specify) _____
6. N/A
1 2 3 4 5 6

- Ask for details about the nature of a program or activity. The following item appeared on interview forms for state and local staff:

> Fund or sponsor activities, programs, or curricula to make students aware of potential sex inequities in education and the labor force, and their rights as employees.

Many follow-up questions suggest themselves, among them:

1. Number of participants by race, sex, and enrollment. (Provide the most detailed information possible using the table below. If information about program enrollment is not known, use the "Across all programs" row; if data on race are not available, use the "Total" column only; if data about sex are unavailable, use only the "Total" rows.)

		White	Black	Hispanic	Asian & Pacific Islander	American Indian/ Native Alaskan	Total
Traditionally Male Program	Males						
	Females						
	Total						
Traditionally Female Program	Males						
	Females						
	Total						
Traditionally Mixed Program	Males						
	Females						
	Total						
Across All Programs	Males						
	Females						
	Total						

2. How long does the typical program last?

___ Hours

___ Days

3. Which of the following topics are covered?

Yes	No	Don't Know	
___	___	___	Legal rights of employees
___	___	___	Grievance procedures if rights are violated
___	___	___	Common types of sex inequities
___	___	___	How to identify inequitable hiring practices
___	___	___	How to identify inequitable promotion practies
___	___	___	What an employee can do to lessen inequities

4. Please provide any documents relating to the program.

- Substituting a more specific question for a general question. Some items in the forms ask only for yes-no or greater than-less than answers, but more specific information could be requested. For example, the following question in the Instructor Interview could be replaced by a more detailed item:

Are any students placed in nontraditional work/study assignments?

___ No

___ Yes Please give examples: _____

_____

_____

___ Don't know

For example, the following more detailed items could be used instead:

How many men/women are now enrolled in COOPERATIVE EDUCATION programs into which you place students?

____ Program 1 _____
Men ___
Women ___

____ Program 2 _____
Men ___
Women ___

____ Program 3 _____
Men ___
Women ___

____ Program 4 _____
Men ___
Women ___

____ Program 5 _____
Men ___
Women ___

____ Program 6 _____
Men ___
Women ___

What is the typical male/female ratio in COOPERATIVE EDUCATION programs into which you place students?

____ 1. 0/100 to 25/75
____ 2. 26/74 to 50/50
____ 3. 51/49 to 75/25
____ 4. 76/24 to 100/0
____ 5. N/A--no cooperative education programs

_____Precise value given by respondent

Is this ratio typical for such program?

____ 1. Yes
____ 2. No, usually more heavily male
____ 3. No, usually more heavily female
____ 4. No, usually more equally balanced by sex
____ 5. Don't know
____ 6. N/A--no cooperative education programs

Some follow-up questions could also be added. For example:

How do males and females compare in ease of placement in COOPERATIVE EDUCATION programs in your field?

____ 1. Males are much easier to place
____ 2. Males are somewhat easier to place
____ 3. They are about equal
____ 4. Females are somewhat easier to place
____ 5. Females are much easier to place
____ 6. Can't say--too few males to judge
____ 7. Can't say--too few females to judge
____ 8. Not applicable--no cooperative education programs

Please describe any differences. To what do you attribute them?

Similarly, questions as to whether or not someone has attended training sessions or workshops can be changed to ask how many and how long they lasted. In general, estimates of number, percentage, duration, or other numerical data can be requested, as appropriate, instead of yes-no, or more than-less than responses. Also, one can request documentation of figures instead of relying upon respondent estimates.

Requests for the reasoning behind an attitude or belief or for more specifics about the content of an attitude or belief. Some strategies are suggested here for gathering such further information.

- Identify what seem to be likely reasons for a belief or attitude and investigate those. Consider this item from the Staff Questionnaire:

Do you think it is more important for men to prepare for work outside the home than for women?

___ Definitely
___ Probably
___ Probably not
___ Definitely not

The follow-on items below could be used to throw additional light on the response to this item. So could items about the relative responsibility of women and men to support their families, the relative propriety of a man or a woman remaining at home while the other supports the family, and similar questions about life roles.

Please indicate the likely career outcomes for graduates of your program:

	Never enter the field after training	Leave the field shortly after entering	Continue to work for 5-10 years at the same kind of job before leaving	Make it a lifelong career in the same type of job	Make it a lifelong career, advancing to more responsible positions short of management	Make it a lifelong career, moving into management	Make it a lifelong career, starting a company	Can't say
Males	___	___	___	___	___	___	___	___
Females	___	___	___	___	___	___	___	___

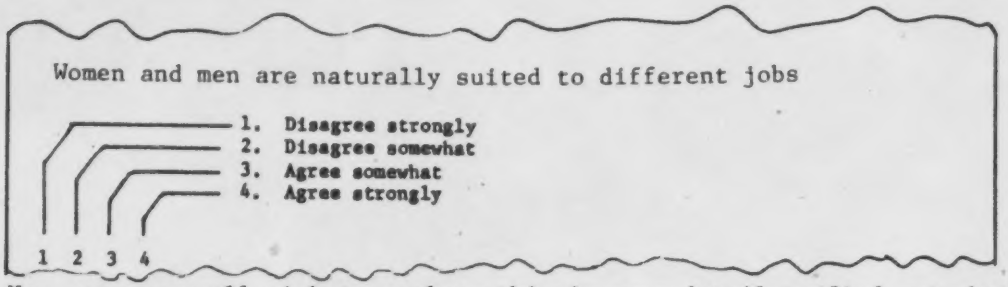
For how many years, and for what reason, do you anticipate that graduates of vocational programs in your state will typically work for pay?

	Will typically work for pay before marriage					For personal satisfaction OR From financial necessity (Pick one)	
	0 yrs.	<1 yr.	1-3 yrs.	3-7 yrs.	>7 yrs.		
Males	____	____	____	____	____	____	____
Females	____	____	____	____	____	____	____

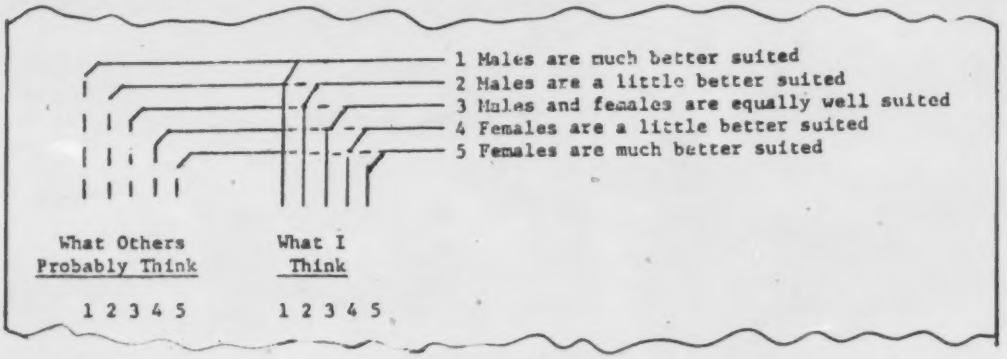
	Will typically work for pay after marraige					For personal satisfaction OR From financial necessity (Pick one)	
	0 yrs.	<1 yr.	1-3 yrs.	3-7 yrs.	>7 yrs.		
Males	____	____	____	____	____	____	____
Females	____	____	____	____	____	____	____

The interviewee can, of course, be directly queried as to whether responses to these items are among the reasons for the response to the first item.

To take another example, the Staff Questionnaire presents the following attitudinal item:


Women and men are naturally suited to different jobs
1. Disagree strongly
2. Disagree somewhat
3. Agree somewhat
4. Agree strongly
1 2 3 4

Now, one may well wish to explore this in more detail to find out what kinds of jobs or job tasks the respondent would categorize as more suitable for men and which for women. This was done for some jobs and job characteristics in the Staff Questionnaire using the following scale (See Appendix C, Items 22-34).


1 Males are much better suited
2 Males are a little better suited
3 Males and females are equally well suited
4 Females are a little better suited
5 Females are much better suited
What Others Probably Think
What I Think
1 2 3 4 5
1 2 3 4 5

The jobs included in this set of items were, with two exceptions, within the vocational education system; many more from outside of the system could be inserted. Also, the number of job characteristics could be increased. (See Appendix J.1 for some examples.)

- Requesting additional information about details of beliefs that can be expressed in ways subject to ready impartial checking. This may be nothing more than a request for more detailed estimates. For example, the following item is included in the Staff Questionnaire followed by the corresponding item pertaining to men:

> Of all the women in the United States, how many of them do you think ever work for pay?
>
> 1. Almost all (90% or more)
> 2. More than half (60-89%)
> 3. About half (60-89%)
> 4. Less than half (11-40%)
> 5. Hardly any (0-10%)

This item could be made more detailed by asking separately for various racial or ethnic groups or by providing more response options. Data are available to ascertain the accuracy of the estimate made.

- Asking an open-ended question. Open-ended questions can be formulated to ask why a person feels as he or she does about the relative importance of men and women training for jobs, what kinds of jobs are more suitable for men or women, or other issues. Such items may elicit very insightful remarks from the articulate, thoughtful respondent. They may also elicit frustratingly superficial or fatuous answers from others.

Requests for recommendations on actions to take. Again there are many strategies for gathering recommendations. Two general ones are (1) asking outright--e.g., "What do you think should be done...?" and (2) asking obliquely--e.g., "How effective do you think the following would be...?" Some sample ways of employing these two strategies are:

- Asking directly using a scale. A scale such as the following could be added to seek recommendations about various kinds of special programs or activities for older women returning to school. (See Appendix F, items 52-56 for a set of items to which this scale could be added).

RECOMMENDATIONS

1. Not doing this, and should not start
2. Not doing this, but should
3. Is doing this, and should stop
4. Is doing this, but should cut back on efforts
5. Is doing this in a satisfactory way at present--no change needed
6. Is doing this and should step up efforts
7. No recommendation

Further items to probe the details of a recommendation may be desirable. For example, a person who answers that efforts should be "stepped up" may well have some suggestions about how to do it. A person who thinks a program should be "cut back" may feel that way for a variety of reasons, not all arising from opposition to sex equity or to encouraging older women. If the study is designed to develop specific recommendations for an agency, such suggesions and elaborations are probably worth getting.

- Asking directly using open-ended items. Another way to ask directly is to present "open-ended" questions. For example, most respondents in the Vocational Education Equity Study were asked:

"What do you feel would be effective techniques for achieving sex equity?"

This was an end-of-the-interview question to let people make their favorite suggestions that may not have been brought out by earlier items. In other circumstances, it might be good to ask about specific subpoints, for example: "Actions the state could take," "Actions the Local Education Agency could take," "Actions the school could take," and so on. It may also be desirable to get down to the "hard" issues such as "If this is done, what should be dropped to make the necessary funds available?" There are a host of possibilities; the exact points that should be covered will vary from research effort to research effort.

- Asking obliquely. One way to do this is to ask how effective a person feels something would likely be. The first example concerns activities that state, district, or school authorities would undertake:

How effective do you feel each of the following steps would be in encouraging sex equity?

	Very Effective	Moderately Effective	Mildly Effective	Largely Ineffective	Wholly Ineffective	Don't Know
Recruiting programs at feeder school to encourage males to enter traditionally female programs.	–	–	–	–	–	–
Recruiting programs at feeder schools to encourage females to enter traditionally male programs.	–	–	–	–	–	–
Workshops to train vocational school counselors in non-discriminatory counseling procedures.	–	–	–	–	–	–
Workshops to train feeder school counselors in non-discriminatory counseling procedures.	–	–	–	–	–	–
Training sessions on sex equity for vocational teachers.	–	–	–	–	–	–
Training sessions on sex equity for feeder school teachers.	–	–	–	–	–	–
A review of feeder school curricula to assure that students of each sex receive equal preparation.	–	–	–	–	–	–
Career education programs emphasizing sex equity.	–	–	–	–	–	–
Increased female representation on State Advisory Councils.	–	–	–	–	–	–
Increased female representation on Local Advisory Councils.	–	–	–	–	–	–
Appointment of special personnel at the district level to promote sex equity.	–	–	–	–	–	–
Appointment of special personnel at the school level to promote sex equity.	–	–	–	–	–	–
Development and use of special curriculums to make students aware of their civil rights and responsibilities as regards discrimination in education and employment.	–	–	–	–	–	–
Support services such as guidance counseling for those enrolled in nontraditional programs.	–	–	–	–	–	–

Here is a second example, which concerns actions a program supervisor or departmental chairperson might take. The response options differ from those of the previous set which asked what would be a good idea, hypothetically; the present set asks about the effectiveness, supposing something has been done, and whether or not it would be good, supposing it has not. A third option, not shown, is to ask respondents to rank order the items: which should be done first, which second, and so on.

The following questions ask about activities you may have undertaken or might undertake to encourage sex equity:

	Yes, and it was			No, but I should	No, unnecessary or undesirable
	Very Effective	Somewhat Effective	Ineffective		
Have you familiarized yourself with the implications of state and federal laws related to sex equity in vocational education (industrial, technical, business, distributive, and home economics) courses and programs for which you have responsibility?	–	–	–	–	–
Are all vocational and related courses and programs for which you have responsibility open to males and females according to the same criteria?	–	–	–	–	–
Have you reviewed all course descriptions and plans to ensure that females and males are accorded equal treatment and experiences in all courses/programs for which you have responsibility?	–	–	–	–	–
Have you reviewed all course enrollments by sex to identify those courses in which enrollment by students of one sex is 80% or above?	–	–	–	–	–
If you have identified courses with such a disproportionate enrollment, have you taken steps to assure yourself that this is not the result of sex discrimination?	–	–	–	–	–
Have you submitted information to your building administrator/supervisor regarding any instances of discrimination you have identified in policies, practices or materials relating to student access to courses?	–	–	–	–	–
Have you attended workshops or training sessions to learn about ways to encourage sex equity?	–	–	–	–	–
Have you reviewed your teaching materials to assure that they are sex fair?	–	–	–	–	–
Have you taken steps to encourage males to enter traditionally female programs, or vice versa? (E.g., by speaking before classes at feeder schools, or by working with counselors to encourage such enrollments)	–	–	–	–	–

One can go further still by using follow-up questions. For example:

> To what do you attribute the effectiveness or ineffectiveness or activities you have undertaken?
>
> How would you like to see activities you think would be desirable carried out?
>
> Why do you feel that certain activities are unnecessary or undesirable?

Some items in the Vocational Education Equity Study forms asked for recommendations on actions to take or, as in "oblique" items, opinions from which suggestions for action could be inferred. Seldom, however, did space allow forms developers to use items that go into the kind of detail shown in the items above.

DO NOT PUM THIS PAGE

REFERENCES

Harrison, L., Dahl, P., Shaycoft, M., & Parks, B. Vocational education equity study, volume I: Primary data. Palo Alto, California: The American Institutes for Research, 1979.

Steiger, J., Fink, A., Kosecoff, J., Martin, S., Primavera, J., Obetz, R., & Schlesinger, S. Vocational education equity study, volume II: Literature and secondary data review of the vocational education equity study. Palo Alto, California: The American Institutes for Research, 1979.

Appendix A

INTERVIEW OF STATE DIRECTORS

INTERVIEW OF

STATE DIRECTORS

INTERVIEWER, READ THE FOLLOWING TO THE RESPONDENT:

The American Institutes for Research is conducting this study for the United States Office of Education. (It is authorized by law - PL 94-482 Section 523(a).) Its purpose is to report to Congress on the extent and nature of sex stereotyping and discrimination in vocational education, and to look at the progress which has been made in reducing any stereotyping and discrimination. All information will be reported only in aggregate form. While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

DATE: _____
month day year

INTERVIEWER: _____
(full name)

STATE: _____

TITLE OF RESPONDENT: _____
(enter on question #23)

INTERVIEWER: USE THIS INFORMATION TO ENTER CODE ON THE NEXT PAGE, THEN DESTROY THIS SHEET

INTERVIEWER: A GLOSSARY OF CERTAIN TERMS USED IN THIS INSTRUMENT IS INCLUDED AT THE BACK.

TO BE COMPLETED BY THE INTERVIEWER

Code No.: 1 - ___ ___ (state) - 01 - ___

1. Is your state taking action in the following areas to develop and/or sponsor programs and activities that are designed to reduce sex stereotyping in all vocational education programs?

Status

1. No
2. Yes
9. Don't know

1 2 9 1a. Fund or sponsor model programs or activities to reduce sex inequities

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 9 1b. Establish liaison between the state education agency and teacher training institutions to encourage the preparation of teachers in nontraditional areas. (For a woman, a nontraditional area is one where 80% or more of the teachers are men. For a man, it is one where 80% or more of the teachers are women.)

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 9 1c. Sponsor research or evaluation activities related to the elimination of sex inequities

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

STATUS

1. No
2. Yes
9. Don't know

1 2 9 1d. Conduct or fund programs, activities, or strategies to make state or local staff aware of the problems of sex discrimination in the labor force or in vocational education

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 9 1e. Make special guidance and counseling services available to nontraditional students (A nontraditional student is one enrolled in a program in which 80% or more of the students are of the opposite sex)

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 9 1f. Provide incentives to schools and/or LEAs for recruiting, hiring, and promoting nontraditional staff

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 9 1g. Provide incentives to schools and/or LEAs for recruiting and placing nontraditional students

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

STATUS

1. No
2. Yes
9. Don't know

1 2 9 1h. Any other activities which haven't been mentioned

Brief description: _____

_____

_____

If yes, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

2. What has the state done to disseminate information about the programs we have just been talking about? (If nothing, check here ☐).

Describe: _____

_____

_____

_____

_____

3. Has a sex fairness coordinator been appointed in accord with Section 104(b)(1) of PL 94-482, the "Education Amendments of 1976"?

29 ____ Yes, CHECK ONE OF THE FOLLOWING. THEN GO TO ITEM 5.

24 ____ Full time employee with no other duties
23 ____ Full time employee with other duties
22 ____ Part time employee with no other duties
21 ____ Part time employee with other duties
20 ____ Don't know employment status

19 ____ No, CHECK ONE OF THE FOLLOWING

18 ____ A person was selected, but turned down the job. We are looking for another
17 ____ A person has been selected; awaiting approval to hire
16 ____ No suitable candidate has yet been found in our search
15 ____ We have not yet begun to search, although a job description has been prepared and approved
14 ____ We have not yet gotten the job description approved
13 ____ We have not yet prepared a job description
12 ____ There are no plans to hire such a person
11 ____ Other _____

_____

10 ____ Don't know why nobody has been hired
99 ____ Don't know if someone has been appointed or not

4. If no, has an acting person been appointed?

1____ No [Go to item 6]

Yes

5____ Full-time employee with no other duties
4____ Full-time employee with other duties
3____ Part-time employee with no other duties
2____ Part-time employee with other duties
9____ Don't know employment status

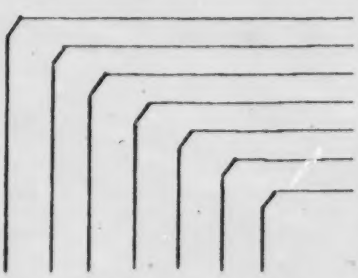
5. To whom does the 104(b)(1) person (acting or permanent) report?

6. What do you see as the major functions and responsibilities of the 104(b)(1) person?

7. What criteria did you use (do you plan to use) to select the 104(b)(1) person?

[IF THERE ARE NO PLANS TO HIRE, RECORD REASONS OFFERED]

STATUS



1. No plans to do anything
2. Will do something; formal planning not yet begun
3. Will do something; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. Don't know

[SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS]

1 2 3 4 5 6 9

8. How does the state agency plan to gather, analyze, and disseminate information on the status of women and men, students, and employees in the vocational education programs? (Such information might include enrollment data, cooperative education placement data, work study placement data, job entry placement data, salary data, staffing patterns, etc.)

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

[PUT NAME ON TEAR-OFF PORTION ONLY]

STATUS

1. No plans to do anything
2. Will do something; formal planning not yet begun
3. Will do something; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. Don't know

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 9

9. If data have been gathered and analyzed as we just discussed, how does the state agency plan to develop or support actions to correct any problems discovered through such activities?

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 3 4 5 6 9

10. How does the state agency plan to review the distribution of grants by the State Board to assure that the interests and needs of women are addressed in the projects assisted under the Education Amendments of 1976?

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

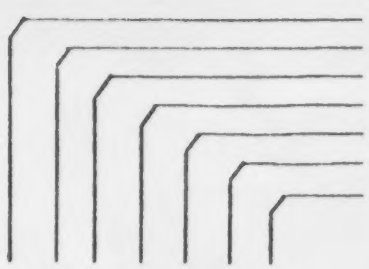
PUT NAME ON TEAR-OFF PORTION ONLY

11. To which of the following persons or groups will the state make information related to sex inequities available? (Check all that apply.)

0 or 1

____ a. State Board
____ b. State Advisory Council on Vocational Education
____ c. National Advisory Council on Vocational Education
____ d. State Commission on the Status of Women
____ e. Women's Organizations
____ f. U.S. Commissioner of Education
____ g. General Public

STATUS



1. No plans to do anything
2. Will do something; formal planning not yet begun
3. Will do something; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. Don't know

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 9 12. As part of the mandated review of all vocational education programs, what plans do you have for a systematic effort to review for sex inequities?

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

13. What provision has been made to monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures . . .

1 2 3 4 5 6 9 13a. At the state level

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 3 4 5 6 9 13b. At the local level

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

14. What kind of mechanism does the state agency have for developing recommendations for overcoming sex inequities? (Check one.)

1 ____ No plans to develop such a mechanism
2 ____ Will develop a mechanism; formal planning not yet begun
3 ____ Will develop a mechanism; formal planning begun
4 ____ An informal mechanism exists at present
5 ____ Formal implementation has begun
6 ____ Fully implemented, or established
9 ____ Don't know

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

Brief description: _____

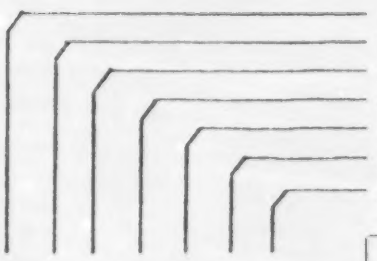
_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

STATUS



1. No plans to do anything
2. Will do something; formal planning not yet begun
3. Will do something; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. Don't know

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

15. Has the state agency planned any program activities or strategies to assist any of the following to improve opportunities for women?

1 2 3 4 5 6 9 15a. Local education agencies/community colleges

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

STATUS

1. No plans to do anything
2. Will do something; formal planning not yet begun
3. Will do something; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. Don't know

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 9 15b. Teacher training institutions

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 3 4 5 6 9 15c. Employers

Brief description: _____

_____

_____

If 3, 4, 5, or 6 given, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

1 2 3 4 5 6 9 15d. Community Liaison Activities

Brief description: _____

_____

_____

If 3, 4, 5, or 6, who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

16. How many years have you spent in each of the following positions in education?

___ ___ a. Vocational teacher (include time as an instructor in a union apprenticeship program, a military training program in a vocational area, an industry training program, and like experience, as well as in a high school, technical center, or junior college)

___ ___ b. Counselor

___ ___ c. School or District administrator

___ ___ d. State level administrator

___ ___ e. Total time as an educator

17. What do you feel are the biggest constraints to achieving sex equity in vocational education?

Mark "1" by first category mentioned. Then ask about all others.

17a. Constraints within vocational education:

17b. Constraints in the school system outside vocational education:

17c. Constraints resulting from employer attitude or actions:

17d. Constraints imposed by the attitudes and mores of the community at large:

18. Please give me any additional comments about the issue of sex inequity related to vocational education that you would like to add.

REQUEST THE FOLLOWING DOCUMENTS FROM THE STATE DIRECTOR:

- State Plan for Vocational Education
- Staffing Chart showing position of 104(b)(1) person in the state structure
- Job description and selection criteria for 104(b)(1) person

USE STATE LEVEL DOCUMENTATION SHEET TO RECORD REQUISITION STATUS

TO BE COMPLETED BY THE INTERVIEWER
AT THE END OF THE SESSION

QUERY RESPONDENT IF THERE IS ANY
DOUBT AS TO ITEMS 20 or 21

19. Sex of respondent

1 ____ Male
2 ____ Female

20. Racial/ethnic background of respondent

1 ____ White--not of Hispanic origin
2 ____ Black--not of Hispanic origin
3 ____ Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
4 ____ American Indian or Native Alaskan
5 ____ Asian or Pacific Islander

21. Current position of respondent

1 ____ State director of vocational education
2 ____ Substitute for state director
Title or position: _____

SAMPLE

STATE ACTIVITY FOLLOW-UP SHEET

TO BE USED FOR REFERRALS BY STATE DIRECTOR

1. STATE/LOCAL CODE: Code Number

2. TITLE OF INTERVIEWEE: Director of Vocational Research

3. FOLLOW-UP TOPIC: Data gathering activities regarding the status of male and female employees in the vocational educational system

4. DESCRIPTION OF ACTIVITY: A survey of all vocational schools in the state to ascertain: (a) the pay of male and female teachers as a function of years of teaching and other qualifications, and (b) the years of teaching and qualifications of males and females who advanced from teaching to administration

5. TYPE OF DOCUMENTATION AVAILABLE: None available for distribution: raw data have not yet been analyzed. A report is due out at the end of August.

STATE ACTIVITY FOLLOW-UP SHEET

1. STATE CODE: _____

2. TITLE OF INTERVIEWEE: _____

3. FOLLOW-UP TOPIC: _____
_____
_____

4. DESCRIPTION OF ACTIVITY: _____
_____
_____
_____
_____
_____

5. TYPE OF DOCUMENTATION AVAILABLE: _____
_____
_____
_____
_____

KEEP SEPARATE FROM INTERVIEW FORMS AND QUESTIONNAIRES

STATE LEVEL DOCUMENTATION SHEET

STATE: _____

1. STATE PLAN FOR VOCATIONAL EDUCATION

   ____ In hand

   ____ To be gathered from: _____

   _____

   _____

   ____ Unavailable

2. STAFFING CHART SHOWING POSITION OF 104(b)(1) PERSON IN THE STATE STRUCTURE

   ____ In hand

   ____ To be gathered from: _____

   _____

   _____

   ____ Unavailable

   ____ No chart showing this exists

3. JOB DESCRIPTION AND SELECTION CRITERIA FOR 104(b)(1) PERSON

   ____ In hand

   ____ To be gathered from: _____

   _____

   _____

   ____ Unavailable

   ____ No job description exists

KEEP SEPARATE FROM INTERVIEW FORMS AND QUESTIONNAIRES

Appendix B

INTERVIEW OF STATE AGENCY PERSONNEL

American Institutes for Research

INTERVIEW OF

STATE AGENCY PERSONNEL

INTERVIEWER, READ THE FOLLOWING TO THE RESPONDENT:

The American Institutes for Research is conducting this study for the United States Office of Education. (It is authorized by law - PL 94-482 Section 523(a).) Its purpose is to report to Congress on the extent and nature of sex stereotyping and discrimination in vocational education, and to look at the progress which has been made in reducing any stereotyping and discrimination. All information will be reported only in aggregate form. While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

DATE: _____
month day year

INTERVIEWER: _____
(full name)

STATE: _____

TITLE OF RESPONDENT: _____

INTERVIEWER: USE THIS INFORMATION TO ENTER CODE ON THE NEXT PAGE, THEN DESTROY THIS SHEET. THE FOLLOWING SECTIONS SHOULD BE ASKED THE STATE AGENCY PERSONNEL:

Program Specialists: Sections I - IV, VI, and VIII
Director of Research, Management, and Evaluation: Sections I - IV, VI, and VIII
Director of Professional Development: Sections I - IV, VI, and VIII
Director of Guidance and Counseling: Sections I - IV, VI, and VIII
Sex Fairness Coordinator: Sections I - IV, V, and VIII
Executive Director of State Advisory Council: Section VII and Items 83-89 of Section VIII

INTERVIEWER: A GLOSSARY OF CERTAIN TERMS USED IN THIS INSTRUMENT IS INCLUDED AT THE BACK.

TO BE COMPLETED BY THE INTERVIEWER

Code No.: 1 - ___ ___ (state) - ___ ___ (type of respondent) - ___ (respondent number of that type)

SECTION I

1. I would like to ask you about efforts to reduce sex inequities for staff. Is your state currently implementing or planning to implement any recruitment, hiring, or promotion programs or activities for state or local staff for positions normally held by persons of the other sex?

1 ___ No. Proceed to Section II, Item 6

2 ___ Yes. Continue below

9 ___ Don't know. Proceed to Section II, Item 6

(If yes was the last answer, ask:) WHICH OF THE FOLLOWING ARE BEING PLANNED OR IMPLEMENTED AT THE STATE LEVEL?

A. STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

B. DOCUMENTS AVAILABLE

1 2 3 4 5 6 0 9 2. Recruitment activities, procedures, programs to hire females for state level positions usually held by males ___

1 2 3 4 5 6 0 9 3. Recruitment activities, procedures, programs to hire males for state level positions usually held by females ___

1 2 3 4 5 6 0 9 4. Incentives to schools to hire or promote women to teach in traditionally male fields (examples of incentives include funds, evaluation points in proposals, etc.) (A traditionally male field is one where 80% or more of those in that field are men.) ___

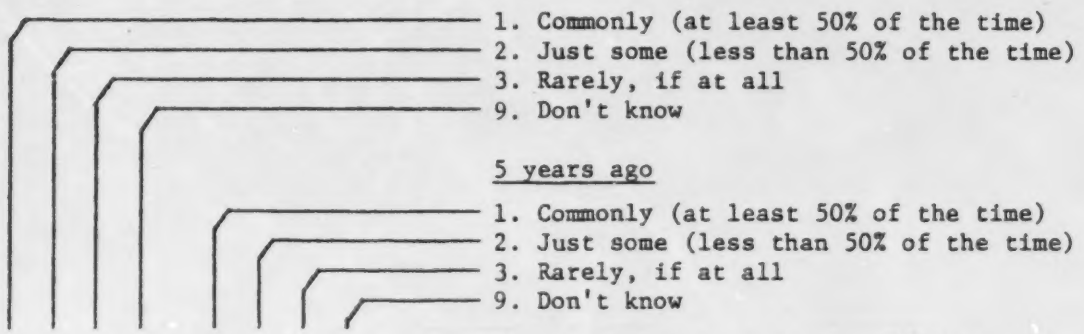
1 2 3 4 5 6 0 9 5. Incentives to schools to hire or promote men to teach in traditionally female fields (A traditionally female field is one where 80% or more of those in that field are women.) ___

0 or 1

SECTION II

Please indicate which of the following practices exist now in your state and which existed five years ago.

INTERVIEWER: ASK OCCUPATIONAL AREA SPECIALISTS TO ANSWER WITH RESPECT TO THEIR AREAS. OTHERS RESPOND FOR VOCATIONAL EDUCATION IN GENERAL


Now
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know
5 years ago
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know

Now	5 years ago		
1 2 3 9	1 2 3 9	6.	Rules or regulations denying admission to certain courses or programs on the basis of sex
1 2 3 9	1 2 3 9	7.	Quotas limiting the number of males or females admitted to certain courses or programs
1 2 3 9	1 2 3 9	8.	Unwritten understandings that some courses or programs are(were) for males and other courses for females, even though there is(was) no formal policy to that effect
1 2 3 9	1 2 3 9	9.	A tendency for counselors to suggest traditional options to male and female students undecided as to a career. (A traditional option for a student is one in which 80% or more of the students pursuing that option are of the same sex as that student.)
1 2 3 9	1 2 3 9	10.	A tendency for counselors to discourage already interested students from entering nontraditional programs (A nontraditional program for a student is one in which 80% or more of the students in the program are of the opposite sex.)
1 2 3 9	1 2 3 9	11.	A reluctance by teachers to have nontraditional students in their courses
1 2 3 9	1 2 3 9	12.	A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students

GIVE RESPONDENT PRACTICES SHEET

13. Are there circumstances in which any of these practices are justifiable? Which ones, and why?

INTERVIEWER: CHECK ALL ITEMS GIVEN BY RESPONDENT

____ 6
____ 7
____ 8
____ 9
____ 10
____ 11
____ 12

0 or 1

PRACTICES SHEET

6. Rules or regulations denying admission to certain courses or programs on the basis of sex

7. Quotas limiting the number of males or females admitted to certain courses or programs

8. Unwritten understandings that some courses or programs are(were) for males and other courses for females, even though there is(was) no formal policy to that effect.

9. A tendency for counselors to suggest traditional options to male and female students undecided as to a career.

10. A tendency for counselors to discourage already interested students from entering nontraditional programs

11. A reluctance by teachers to have nontraditional students in their courses

12. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students

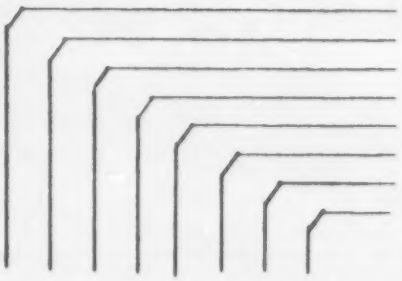
___ ___ 14. Pick out the practice in which you have observed the most change in the past five years. Please describe the change, and what brought it about.

___ ___ 15. Pick out the practice in which you feel the most change is still needed. Please describe the present situation and how it should be changed. What do you feel stands in the way of change? What do you feel could be done to bring change about?

SECTION III

The next series of questions relates to activities to identify and overcome sex inequity. Which of the following are being planned or implemented in your area of responsibility. Please respond only for your area of responsibility, not for the state agency as a whole.

A. STATUS



1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented or completed
0. I don't know
9. N/A

SEE THE GLOSSARY FOR DEFINITION AND EXAMPLES OF THE SCALE POINTS

B. DOCUMENTS AVAILABLE

1	2	3	4	5	6	0	9	16.	Fund or sponsor activities, programs, or curricula to make students aware of potential sex inequities in education and the labor force, and their rights as employees	_____
1	2	3	4	5	6	0	9	17.	Fund or sponsor programs or activities for students to make them aware of, or encourage them to enter, nontraditional programs	_____
1	2	3	4	5	6	0	9	18.	Fund or sponsor special job development, job placement, or job follow-up programs or activities for students in nontradtional occupational areas	_____
1	2	3	4	5	6	0	9	19.	Encourage female representation on all local advisory councils	_____
1	2	3	4	5	6	0	9	20.	Encourage male representation on all local advisory councils	_____

0 or 1

GIVE RESPONDENT ACTIVITIES SHEET I

ACTIVITIES SHEET I

16. Fund or sponsor activities, programs, or curricula to make students aware of potential sex inequities in education and the labor force, and their rights as employees

17. Fund or sponsor programs or activities for students to make them aware of, or encourage them to enter, nontraditional programs

18. Fund or sponsor special job development, job placement, or job follow-up programs or activities for students in nontradtional occupational areas

19. Encourage female representation on all local advisory councils

20. Encourage male representation on all local advisory councils

21. Which of these activities do you feel are(or would be) most effective in identifying and overcoming sex inequities? Please explain.

INTERVIEWER: CHECK ALL ITEMS GIVEN BY RESPONDENT

____ 16
____ 17
____ 18
____ 19
____ 20
____ 0 or 1

22. Which of these activities do you feel are (or would be) least effective in identifying and overcoming sex inequities? Please explain.

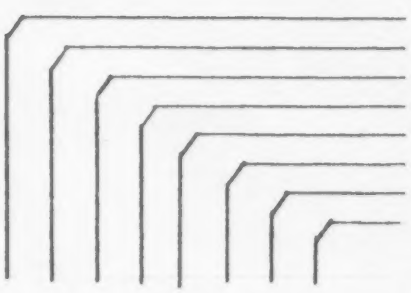
INTERVIEWER: CHECK ALL ITEMS GIVEN BY RESPONDENT

____ 16
____ 17
____ 18
____ 19
____ 20
____ 0 or 1

SECTION IV

The following questions concern data collection, dissemination, or monitoring activities related to sex inequities. Is your state implementing or planning to implement any of the folowing in your area of responsibility?

A. STATUS



1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented or completed
0. I don't know
9. N/A

SEE THE GLOSSARY FOR DEFINITION AND EXAMPLES OF THE SCALE POINTS

B. DOCUMENTS AVAILABLE

1	2	3	4	5	6	0	9	23.	Gather and disseminate information to create awareness of programs and activities in vocational education designed to reduce sex inequities	____
1	2	3	4	5	6	0	9	24.	Gather, analyze, and disseminate data on the status of men and women students and employees in the state's vocational education programs	____
1	2	3	4	5	6	0	9	25.	Review the distribution of grants by the State Board to assure that the interests and needs of women are included among the topics addressed	____
1	2	3	4	5	6	0	9	26.	Review proposals from local school districts to assure that the interests and needs of women are included among the topics addressed	____
1	2	3	4	5	6	0	9	27.	Review vocational education programs in the state for sex bias	____
1	2	3	4	5	6	0	9	28.	Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures relating to vocational education	____
1	2	3	4	5	6	0	9	29.	Review funding practices to assure that guidelines regarding sex equity were carried out	____
1	2	3	4	5	6	0	9	30.	Sponsor or institute procedures to review local curriculum materials for sex equity	____

0 or 1

GIVE RESPONDENT ACTIVITIES SHEET II

ACTIVITIES SHEET II

23. Gather and disseminate information to create awareness of programs and activities in vocational education designed to reduce sex inequities

24. Gather, analyze, and disseminate data on the status of men and women students and employees in the state's vocational education programs

25. Review the distribution of grants by the State Board to assure that the interests and needs of women are included among the topics addressed

26. Review proposals from local school districts to assure that the interests and needs of women are included among the topics addressed

27. Review vocational education programs in the state for sex bias

28. Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures relating to vocational education

29. Review funding practices to assure that guidelines regarding sex fairness were carried out

30. Sponsor or institute procedures to review local curriculum materials for sex fairness

31. Which of these activities do you feel are (or would be) <u>most</u> effective in identifying and overcoming sex inequities? Please explain.

INTERVIEWER: CHECK ALL ITEMS GIVEN BY RESPONDENT

____ 23
____ 24
____ 25
____ 26
____ 27
____ 28
____ 29
____ 30
0 or 1

32. Which of these activities do you feel are (or would be) <u>least</u> effective in identifying and overcoming sex inequities? Please explain.

INTERVIEWER: CHECK ALL ITEMS GIVEN BY RESPONDENT

____ 23
____ 24
____ 25
____ 26
____ 27
____ 28
____ 29
____ 30
0 or 1

ASK ITEM 33 OF RESEARCH STAFF ONLY

33. Will the state make information related to sex inequities available to the following groups? (Check all that apply.)

____ a. State Board
____ b. State Advisory Council
____ c. National Advisory Council on Vocational Education
____ d. State Commission on the Status of Women
____ e. U.S. Commissioner of Education
____ f. General public
0 or 1

SECTION V

ASK ONLY THE SEX FAIRNESS COORDINATOR, 104(b)(1) PERSON. FOR OTHERS, GO TO SECTION VI, ITEM 61.

34. How long have you held the position of sex fairness coordinator?

35. What experience in the areas of vocational education and sex equity do you bring to the job?

35a. Vocational education

35b. Sex Equity

36. What were you doing before taking on your present job as 104(b)(1) person?

The next few questions relate to Title IX of the Education Amendments of 1972.

37. Has the state appointed a Title IX coordinator?

1 ____ No
2 ____ Yes
9 ____ Don't know

38. Has (or will) the state conducted self-evaluations in response to Title IX that include vocational education?

1 ____ No [GO TO ITEM 40]
2 ____ Yes, we are planning to do it
3 ____ Yes, we have done it
9 ____ Don't know. Who can give us this information?

[PUT NAME ON TEAR-OFF PORTION ONLY]

90

39. What changes have been made as a result of these evaluations?

40. Has a liaison been created between state-level Title IX and vocational staff?

1 ____ No, none at all
2 ____ Yes, weak
3 ____ Yes, very close
9 ____ Don't know. Who can give us this information?

PUT NAME ON TEAR OFF PORTION ONLY

41. How satisfied are you with activities that are being carried out in response to Title IX?

1 ____ Very dissatisfied
2 ____ Somewhat dissatisfied
3 ____ Can't say
4 ____ Somewhat satisfied
5 ____ Very satisfied

42. Please explain why you are satisfied or dissatisfied.

43. As part of the mandated review of all vocational education programs, is there a systematic effort to review for sex inequities?

44. As the state's sex fairness coordinator, do you have a budget to administer?

1 ____ No
2 ____ Yes ASK FOR A COPY

For which of the following has your state spent part of the $50,000 104(b)(1) set aside?

STATUS

4. Have spent funds on this
3. Have not spent funds yet, but plan to
2. Are undecided whether to spend funds on this or not
1. Have not and do not plan to

4 3 2 1 45. Salary of 104(b)(1) coordinator

4 3 2 1 46. Salaries of professional assistants to the coordinator

4 3 2 1 47. Salaries of secretarial support personnel

48. Is the $50,000 set aside being spent for other items?

1 ____ No

2 ____ Yes. Specify: _____

_____

_____

9 ____ Don't know.

49. Have any state funds been added to the $50,000 set aside?

1 ____ No [GO TO ITEM 50]

2 ____ Yes

9 ____ Don't know [GO TO ITEM 50]

49a. If yes, for what items and in what amounts are additional state funds being spent?

[GIVE RESPONDENT THE 104(b)(1) CARD]

50. Taking action to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs

51. Gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of that state

52. Developing and supporting actions to correct any problems brought to the attention of such personnel through such activities

53. Reviewing the distribution of grants by the state board to assure that the interests and needs of women are addressed in the projects assisted under this Act.

54. Reviewing all vocational education programs in the state for sex bias

55. Monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education

56. Reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report

57. Assisting local educational agencies and other interested parties in the state in improving vocational education opportunities for women

58. Making readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, the Commissioner and the general public, information developed as a result of any of the above activities

What percentage of your time are you spending on these activities?

___ ___% 50. Taking action to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs

___ ___% 51. Gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of that state

___ ___% 52. Developing and supporting actions to correct any problems brought to the attention of such personnel through such activities

___ ___% 53. Reviewing the distribution of grants by the state board to assure that the interests and needs of women are addressed in the projects assisted under this Act.

___ ___% 54. Reviewing all vocational education programs in the state for sex bias

___ ___% 55. Monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education

___ ___% 56. Reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report

___ ___% 57. Assisting local educational agencies and other interested parties in the state in improving vocational education opportunities for women

___ ___% 58. Making readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, the Commissioner and the general public, information developed as a result of any of the above activities

59. Which of these activities are the most useful for making progress in your state? (Please rank 1 to 3)

INTERVIEWER: FILL IN NUMBERS OF ACTIVITIES GIVEN BY RESPONDENT

1 ___ ___ Most useful
2 ___ ___ Second most useful
3 ___ ___ Third most useful

60. What factors, if any, have inhibited you in discharging the responsibilities listed above?

60a. At the state level

60b. In dealing with local districts

ASK OF EVERYONE EXCEPT THE 104(b)(1) PERSON

The following questions are related to the sex fairness coordinator as described in Section 104(b)(1) of PL 94-482.

61. Has a sex fairness coordinator been appointed in accord with Section 104(b)(1) of PL 94-482, the "Education Amendments of 1976"?

1 ____ No [GO TO ITEM 63]
2 ____ Yes, temporary or acting
3 ____ Yes, permanent
9 ____ Don't know [GO TO ITEM 63]

63. What are the most important functions of the 104(b)(1) person in working with you to further sex equity? (What would you think them to be if you are not now working with the 104(b)(1) person, or there is no 104(b)(1) person?)

64. How satisfied are you with activities being carried out in response to 104(b)(1)?

1 ____ Very dissatisfied
2 ____ Somewhat dissatisfied
3 ____ Indifferent
4 ____ Somewhat satisfied
5 ____ Very satisfied

65. Please explain why you are satisfied or dissatisfied.

SECTION VII

ASKED ONLY OF THE EXECUTIVE DIRECTOR OF THE STATE ADVISORY COUNCIL
FOR OTHERS, GO TO ITEM 80

66. How many men and women are there on the State Advisory Council? What is their race/ethnicity?

66a. Women

___ ___ a White--not of Hispanic origin
___ ___ b Black--not of Hispanic origin
___ ___ c Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
___ ___ d American Indian or Native Alaskan
___ ___ e Asian or Pacific Islander

___ ___ f Total

66b. Men

___ ___ a White--not of Hispanic origin
___ ___ b Black--not of Hispanic origin
___ ___ c Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
___ ___ d American Indian or Native Alaskan
___ ___ e Asian or Pacific Islander

___ ___ f Total

Are there women on the State Advisory Council with expertise or experience in the following areas?

2. Yes
1. No
0. Don't know

2 1 0 67. Employment and training programs

2 1 0 68. Sex discrimination in job training and employment

2 1 0 69. Sex stereotyping in vocational education

2 1 0 70. Discrimination in job training and employment as these affect minority women

71a. Has provision been made for the State Advisory Council to evaluate state activities to eliminate sex inequities?

3 ____ Yes, we have done it.
2 ____ Yes, we are planning to do it.
1 ____ No [GO TO 75]
9 ____ Don't know

b. Documents Available

____

0 or 1

72. Has someone on the Council been given responsibility for this evaluation?

2 ____ Yes
1 ____ No
9 ____ Don't know

73. As a result of the evaluation, have any changes been made in state or local vocational programs?

b. Documents Available

0 or 1

74. How much money has been allocated for this review

b. Documents Available

$__,___ ___ ___,___ ___ ___

0 or 1

75. Is the State Advisory Council providing technical assistance to local advisory councils?

2 ____ Yes
1 ____ No [GO TO ITEM 77]
9 ____ Don't know [GO TO ITEM 77]

76. If yes, what kind of assistance is it providing?

77. What procedures does the council follow to decide what actions to take as a council?

78. Has sex equity been on the agenda for a council meeting?

2 ____ Yes
1 ____ No
9 ____ Don't know

79. What is your perception of the state response to the issue of sex equity in vocational education?

[GO TO ITEM 83]

SECTION VIII

80. How many years have you spent in each of the following positions in education?

___ ___ a. Vocational teacher (include time as an instructor in a union apprenticeship program, a military training program in a vocational area, an industry training program, and like experience, as well as in a high school, technical center, or junior college)

___ ___ b. Counselor

___ ___ c. School or District administrator

___ ___ d. State level administrator

___ ___ e. Total time as an educator

81. Which of the following types of experience have you had working with nontraditional students? (Check all that apply) A "nontraditional student" is one enrolled in a program in which 80% or more of the students are of the opposite sex.

_____ a. Taught classes including nontraditional students
_____ b. Counseled on an informal basis students who are in nontraditional programs
_____ c. Counseled on a formal basis students who are in nontraditional programs
_____ d. Provided special support services, such as job follow-up, for nontraditional students
_____ e. Worked in a program designed to encourage nontraditional students
_____ f. Other (specify) _____

_____

0 or 1

82. Which of the following types of experiences have you had working with nontraditional staff? (Check all that apply) "Nontraditional staff" are those who perform a function in which at least 80% of individuals who also perform that function are of the opposite sex.

_____ a. Taught classes including nontraditional staff
_____ b. Counseled nontraditional staff on an informal basis
_____ c. Counseled nontraditional staff on a formal basis
_____ d. Provided special support services, such as day care, for nontraditional staff
_____ e. Worked in a program designed to encourage nontraditional staff
_____ f. Other (specify) _____

_____

0 or 1

83. What do you feel are the biggest constraints to achieving sex equity in vocational education?

Mark "1" by category first mentioned. Then ask about all others.

83a. Constraints within vocational education:

83b. Constraints outside vocational education:

83c. Constraints resulting from employer attitudes or actions:

83d. Constraints imposed by attitudes or mores of the community at large:

84. What do you feel would be effective techniques for achieving sex equity in your state?

85. Do you know of any exemplary programs, activities, or strategies for reducing sex inequities in vocational education or in the labor force?

1 ____ No
2 ____ Yes. Description:

Sources of further information:

86. Please give me any additional comments about the issue of sex inequity related to vocational education that you would like to add.

TO BE COMPLETED BY THE INTERVIEWER AT THE END OF THE SESSION
QUERY RESPONDENT IF THERE IS ANY DOUBT AS TO ITEMS 88 OR 89

87. Sex of respondent

1 ____ Male
2 ____ Female

88. Racial/ethnic background of respondent

1 ____ White--not of Hispanic origin
2 ____ Black--not of Hispanic origin
3 ____ Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
4 ____ American Indian or Native Alaskan

89. Position of respondent:

Appendix C

STAFF QUESTIONNAIRE

STAFF QUESTIONNAIRE

INTERVIEWER, READ THE FOLLOWING TO THE RESPONDENT:

The American Institutes for Research is conducting this study for the United States Office of Education. (It is authorized by law - PL 94-482 Section 523(a).) Its purpose is to report to Congress on the extent and nature of sex stereotyping and discrimination in vocational education, and to look at the progress which has been made in reducing any stereotyping and discrimination. All information will be reported only in aggregate form. While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

DATE: _____
month day year

TITLE: _____

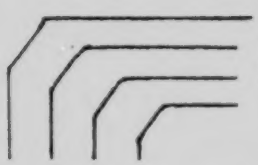
STATE: _____

	DO NOT WRITE IN THIS SPACE
☐ SEA ☐ LEA/CC ☐ School	1 - ___ ___ ___ ___ ___ ___ ___ 2 - ___ ___ ___ ___ ___ ___ ___ 3 - ___ ___ ___ ___ ___ ___ ___ SEA LEA/ Community College School Type of Respondent No. of Respondent

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW.

1. Disagree strongly
2. Disagree somewhat
3. Agree somewhat
4. Agree strongly

1 2 3 4	1. Women who seek careers in traditionally male fields are less respected by men than women in traditionally female fields. (A traditionally male field is one in which 80% or more of those in that field are men.)
1 2 3 4	2. Men who seek careers in traditionally female fields are less respected by women than men in traditionally male fields. (A traditionally female field is one in which 80% or more of those in that field are women.)
1 2 3 4	3. Females who seek careers in traditionally male fields will have less successful personal lives than females in traditionally female fields.
1 2 3 4	4. Males who seek careers in traditionally female fields will have less successful personal lives than males in traditionally male fields.
1 2 3 4	5. Women and men are naturally suited to different jobs.
1 2 3 4	6. Women and men should have equal opportunity in training for good, well-paying jobs.
1 2 3 4	7. There is nothing wrong with encouraging women to train for traditionally male occupations.
1 2 3 4	8. There is nothing wrong with encouraging men to train for traditionally female jobs.

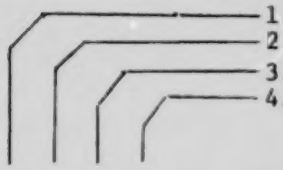


1. Disagree strongly
2. Disagree somewhat
3. Agree somewhat
4. Agree strongly

1 2 3 4 9. Females in traditionally male programs are generally more motivated to succeed in a career than females in traditionally female programs.

1 2 3 4 10. Males in traditionally female programs are generally less motivated to succeed in a career than males in traditionally male programs.

PLEASE INDICATE WHETHER EACH OF THE STATEMENTS BELOW IS TRUE OR FALSE AS FOLLOWS:



1. Always or almost always true
2. Tends to be true
3. Tends to be false
4. Always or almost always false

1 2 3 4 11. Female vocational education students prefer to be enrolled in classes that are mostly female.

1 2 3 4 12. Male vocational education students prefer to be enrolled in classes that are mostly male.

1 2 3 4 13. Employers are not willing to hire women in jobs which have been traditionally held by men.

1 2 3 4 14. Employers are not willing to hire men in jobs which have been traditionally held by women.

15. Of all the women in the United States, how many of them do you think ever work for pay?

1 ___ Almost all (90% or more)

2 ___ More than half (60-89%)

3 ___ About half (41-59%)

4 ___ Less than half (11-40%)

5 ___ Hardly any (0-10%)

16. Of all the men in the United States, how many of them do you think ever work for pay?

1 ____ Almost all (90% or more)

2 ____ More than half (60-89%)

3 ____ About half (41-59%)

4 ____ Less than half (11-40%)

5 ____ Hardly any (0-10%)

17. How do the salaries of men and women who are doing the same type of job compare?

1 ____ Women earn a lot less than men.

2 ____ Women earn a little less than men.

3 ____ Men and women earn about the same.

4 ____ Women earn a little more than men.

5 ____ Women earn a lot more than men.

18. How do the salaries in job areas usually filled by men compare to salaries in the job areas usually filled by women?

1 ____ Salaries in job areas filled by men are higher.

2 ____ Salaries in job areas filled by women are higher.

3 ____ Salaries in male and female job areas are about the same.

4 ____ Salaries in male and female job areas vary so much based on job level that it's difficult to see any difference.

19. How important is it for women to prepare for work outside the home?

1 ____ Of no importance

2 ____ Of little importance

3 ____ Rather important

4 ____ Very important

20. Do you think it is more important for men to prepare for work outside the home than for women?

1 ____ Definitely

2 ____ Probably

3 ____ Probably not

4 ____ Definitely not

21. Do you think sex discrimination in the labor force is a problem?

1 ____ No, it is not a problem

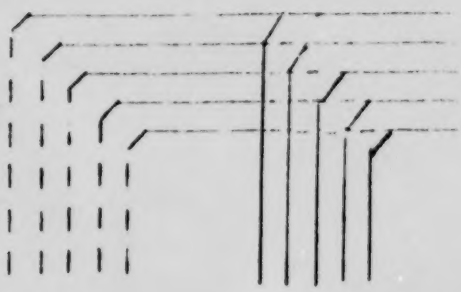
2 ____ I'm not sure

3 ____ Yes, but not too serious a problem

4 ____ Yes, it is a serious problem

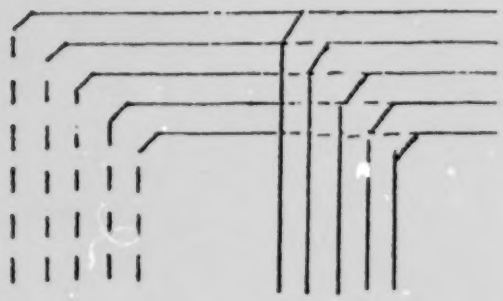
* * * * * * * * * * * * * * *

COMPARE THE SUITABILITY OF MALES AND FEMALES FOR THE OCCUPATIONS LISTED BELOW, ASSUMING EQUAL ABILITY AND TRAINING. CIRCLE 1, 2, 3, 4, or 5 TO INDICATE WHAT MOST OTHER PEOPLE PROBABLY THINK, AND WHAT YOU THINK:



1 Males are much better suited
2 Males are a little better suited
3 Males and females are equally well suited
4 Females are a little better suited
5 Females are much better suited

What Others Probably Think	What I Think	
1 2 3 4 5	1 2 3 4 5	22. A dental technology instructor
1 2 3 4 5	1 2 3 4 5	23. A worker in a job requiring the ability to deal with mathematical or other abstract concepts
1 2 3 4 5	1 2 3 4 5	24. A worker in a job requiring sensitivity to the feelings of others
1 2 3 4 5	1 2 3 4 5	25. A state or local Health Occupations Director
1 2 3 4 5	1 2 3 4 5	26. A supervisor of employees who are mostly women
1 2 3 4 5	1 2 3 4 5	27. A supervisor of employees who are mostly men



1 Males are much better suited
2 Males are a little better suited
3 Males and females are equally well suited
4 Females are a little better suited
5 Females are much better suited

What Others Probably Think	What I Think		
1 2 3 4 5	1 2 3 4 5	28.	A practical nurse
1 2 3 4 5	1 2 3 4 5	29.	A state or local Trade and Industrial Director
1 2 3 4 5	1 2 3 4 5	30.	A welding teacher
1 2 3 4 5	1 2 3 4 5	31.	A worker in a job requiring a long-term commitment (2 or more years)
1 2 3 4 5	1 2 3 4 5	32.	A State Director of Vocational Education
1 2 3 4 5	1 2 3 4 5	33.	A worker in a job requiring travel
1 2 3 4 5	1 2 3 4 5	34.	An auto mechanic

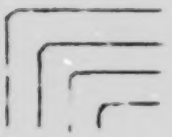
35. Do you think that men and women should have equal access to all occupations?

1 ____ No, most occupations are clearly more suitable for one sex than the other

2 ____ Yes, for most occupations, but there are some exceptions

3 ____ Yes, without exception

PLEASE INDICATE YOUR LEVEL OF AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS.



1. Disagree strongly
2. Disagree somewhat
3. Agree somewhat
4. Agree strongly

1 2 3 4 36. Administrators should respect the wishes of teachers who do not want males in their courses.

1 2 3 4 37. Administrators should respect the wishes of teachers who do not want females in their courses.

Staff members who practice sex discrimination should

1 2 3 4 38. ... be counseled

1 2 3 4 39. ... be required to attend anti-discrimination workshops

1 2 3 4 40. ... be fired

1 2 3 4 41. ... have no action taken against them.

STATUS

1 Very important
2 Moderately important
3 Largely unimportant
9 Don't know

How important do you feel vocational educators could be in influencing students' career choices?

1 2 3 9 42. Choices of female students

1 2 3 9 43. Choices of male students

How important do you feel vocational educators actually are in influencing students' career choices?

1 2 3 9 44. Choices of female students

1 2 3 9 45. Choices of male students

How important do you feel vocational educators could be in influencing student attitudes about sex inequities in job training and in the labor force?

1 2 3 9 46. Attitudes of female students

1 2 3 9 47. Attitudes of male students

How important do you feel vocational educators actually are in influencing student attitudes about sex inequities in job training and in the labor force?

1 2 3 9 48. Attitudes of female students

1 2 3 9 49. Attitudes of male students

FOR COUNSELORS AND TEACHERS ONLY:

How important do you feel you are in influencing students' career choices?

1 2 3 9 50. Choices of female students

1 2 3 9 51. Choices of male students

How important do you feel you are in influencing students' attitudes about sex inequities in job training and in the labor force?

1 2 3 9 52. Attitudes of female students

1 2 3 9 53. Attitudes of male students

Appendix D

INTERVIEW OF LOCAL AGENCY PERSONNEL

INTERVIEW OF
LOCAL AGENCY PERSONNEL

INTERVIEWER, READ THE FOLLOWING TO THE RESPONDENT:

The American Institutes for Research is conducting this study for the United States Office of Education. (It is authorized by law - PL 94-482 Section 523(a).) Its purpose is to report to Congress on the extent and nature of sex stereotyping and discrimination in vocational education, and to look at the progress which has been made in reducing any stereotyping and discrimination. All information will be reported only in aggregate form. While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

DATE: _____
month day year

INTERVIEWER: _____
(full name)

STATE: _____

LEA: _____

TITLE OF RESPONDENT: _____

INTERVIEWER: USE THIS INFORMATION TO ENTER CODE ON NEXT PAGE, THEN DESTROY THIS SHEET. THESE QUESTIONS ARE TO BE USED WITH LEA OR COMMUNITY COLLEGE DIRECTORS AND PROGRAM SPECIALISTS AND SUPERVISORS.

INTERVIEWER: A GLOSSARY OF CERTAIN TERMS USED IN THIS INSTRUMENT IS INCLUDED AT THE BACK

TO BE COMPLETED BY THE INTERVIEWER

Code: 2 - ___ ___ - ___ ___ - ___ ___ - ___

State	LEA/ Community College	Kind of Respondent	# of Respondent of This Kind; 1 If Only One Respondent of This Kind

SECTION I

1. Has your local education agency/community college undertaken efforts to reduce sex inequities in staffing patterns at the local agency level?

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 ____ No plans to do anything Go to Section II, Item 3
2 ____ Will do something; formal planning not yet begun Go to Section II, Item 3
3 ____ Will do something; formal planning begun
4 ____ Informally implemented on an individual basis
5 ____ Formal implementation has begun
6 ____ Fully implemented, or completed
9 ____ Don't know Go to Section II, Item 3

Brief description _____

_____

_____

Who on the staff can give us further information?

PUT NAME ON TEAR-OFF PORTION ONLY

2. What effects, if any, have these efforts had at the local education agency/community college ? At the school level (if different from local education agency)? Have the effects been for better or worse? Please describe.

a. At the local level:

1 ____ Effects for the worse. Describe: _____

_____

_____

2 ____ No effect.

3 ____ Effects for the better. Describe: _____

_____

b. At the school level (if different from local education agency/community college)

1 ____ Effects for the worse. Describe:_____

_____

_____

2 ____ No effect.

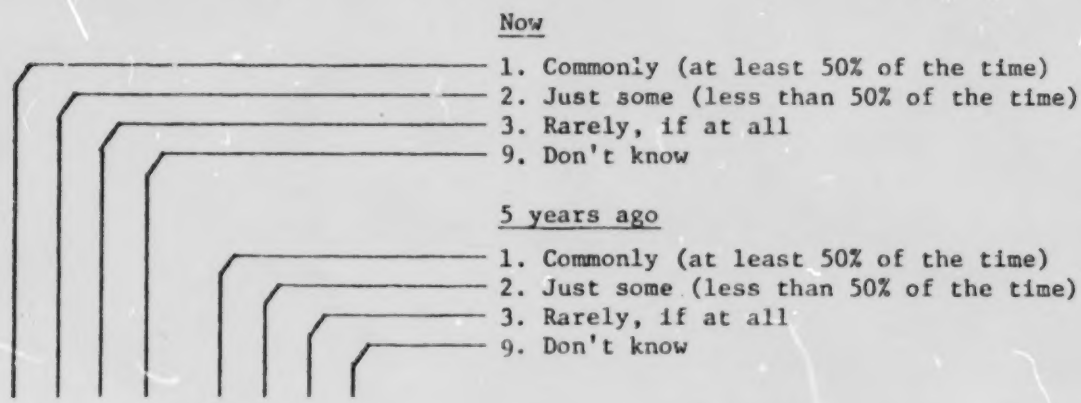
3 ____ Effects for the better. Describe:_____

_____

_____

SECTION II

Please indicate which of the following practices exist now in your local education agency/community college and which existed five years ago.


Now
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know
5 years ago
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know

Now	5 years ago	
1 2 3 9	1 2 3 9	3. Rules or regulations denying admission to certain courses or programs on the basis of sex
1 2 3 9	1 2 3 9	4. Quotas limiting the number of males or females admitted to certain courses or programs
1 2 3 9	1 2 3 9	5. Unwritten understandings that some courses or programs are (were) for males and other courses for females, even though there is(was) no formal policy to that effect.
1 2 3 9	1 2 3 9	6. A tendency for counselors to suggest traditional options to male and female students undecided as to a career (A traditional option for a student is one in which 80% or more of the students pursuing that option are of the same sex as that student.)
1 2 3 9	1 2 3 9	7. A tendency for counselors to discourage already interested students from entering nontraditional programs (A nontraditional option for a student is one in which 80% or more of the students in the program are of the opposite sex.)
1 2 3 9	1 2 3 9	8. A reluctance by teachers to have nontraditional students in their courses
1 2 3 9	1 2 3 9	9. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students

GIVE RESPONDENT PRACTICES SHEET

___ 3
___ 4
___ 5
___ 6
___ 7
___ 8
___ 9
(0 or 1)

10. Are there circumstances in which any of these practices are justifiable? Which ones and why?

CHECK THOSE INDICATED BY RESPONDENT

PRACTICES SHEET

3. Rules or regulations denying admission to certain courses or programs on the basis of sex

4. Quotas limiting the number of males or females admitted to certain courses or programs

5. Unwritten understandings that some courses or programs are (were) for males and other courses for females, even through there is (was) no formal policy to that effect

6. A tendency for counselors to suggest traditional options to male and female students undecided as to a career

7. A tendency for counselors to discourage already interested students from entering nontraditional programs

8. A reluctance by teachers to have nontraditional students in their courses

9. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students

____ 11. Pick out the practice in which you have observed the most change in the past five years. Please describe the change, and what brought it about.

____ 12. Pick out the practice in which you feel the most change is still needed. Please describe the present situation and how it should be changed. What do you feel stands in the way of change? What do you feel could be done to bring change about?

SECTION III

The next series of questions relate to activities to identify and overcome sex inequity concerning students. Which of the following are being planned or implemented by your local education agency/community college?

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. I don't know

INTERVIEWER: SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

		B. DOCUMENTS AVAILABLE
1 2 3 4 5 6 9	13. Sponsor or conduct programs to alert students to potential inequities in education or the labor market	_____
1 2 3 4 5 6 9	14. Sponsor or conduct programs to encourage students to enter nontraditional programs	_____
1 2 3 4 5 6 9	15. Sponsor or conduct special job development, job placement, or job follow-up programs or activities for students in nontraditional occupational areas	_____
1 2 3 4 5 6 9	16. Make special guidance and counseling services available to nontraditional students	_____
1 2 3 4 5 6 9	17. Make day care services available to children of vocational students	_____
1 2 3 4 5 6 9	18. Sponsor or conduct programs for employers or community organizations such as unions, the PTA, or service clubs to alert them to the problems of sex inequity	_____
		(1 or 0)

college

19. Does your local agency/community college take any special steps to meet the needs of minority students? For example, training for counselors or staff, recruitment or review of testing procedures to assure they are nondiscriminatory, or special activities to make minority students more aware of career options.

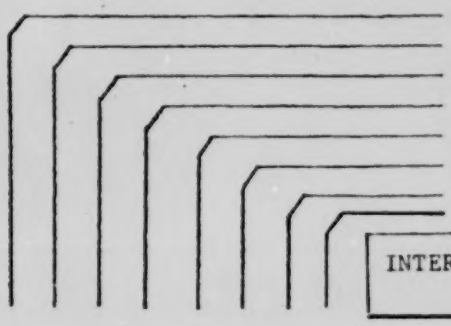
1 _____ No **Go to item 27.**

0 _____ Don't know **Go to item 27.**

2 _____ Yes Continue below.

9 _____ N/A - No minority students. **Go to item 27.**

Which of the following are being planned or implemented?



STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

INTERVIEWER: SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

									B. DOCUMENTS AVAILABLE
1	2	3	4	5	6	0	9	20. Provide special training for counselors in serving minority women and/or offer alternative counseling approaches (such as peer counseling) for minority women	_____
1	2	3	4	5	6	0	9	21. Sponsor or conduct cultural awareness programs for staff dealing with minority concerns	_____
1	2	3	4	5	6	0	9	22. Provide native language examinations for minority students, including aptitude or other admission tests, examinations given during the course of training, and end of training proficiency or licensing examinations	_____
1	2	3	4	5	6	0	9	23. Undertake special programs or activities to place minority women	_____
1	2	3	4	5	6	0	9	24. Provide English as a Second Language programs or other linguistic support services for those who are non-English dominant	_____
1	2	3	4	5	6	0	9	25. Undertake special programs, activities, or procedures to attract minority women students	_____
1	2	3	4	5	6	0	9	26. Provide special career awareness programs for minority group members	_____

(1 or 0)

27. Does your local agency/community college take any SPECIAL steps to meet the needs of older women returning to school? For example, special counseling or evening classes.

1____ No **Go to item 33.**

0____ Don't know **Go to item 33.**

2____ Yes Continue below.

9____ N/A - No older women returning to school. **Go to item 33.**

Which of the following are being planned or implemented?

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

INTERVIEWER: SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

									B. DOCUMENTS AVAILABLE
1	2	3	4	5	6	0	9	28. Provide special reentry programs for women who have been out of the labor market for an extended period	_____
1	2	3	4	5	6	0	9	29. Provide remedial programs for women lacking background to enter traditionally male fields	_____
1	2	3	4	5	6	0	9	30. Provide evening classes for women who work during the day	_____
1	2	3	4	5	6	0	9	31. Provide special counseling for women who have been out of the labor market for an extended period	_____
1	2	3	4	5	6	0	9	32. Provide financial assistance during training for women who have been out of the labor market for an extended period	_____ (1 or 0)

33. Have you attended programs, workshops, or other activities to make school staff aware of the problem of sex discrimination in the labor force?

1 _____ No [Go to item 34.]

2 _____ Yes

9 _____ Not sure [Go to item 34.]

33a. Who conducted these activities?

1 _____ State Vocational Education Agency

2 _____ Local Education Agency or Community College District

3 _____ School

4 _____ Other (specify) _____

33b. How effective were they?

1 _____ Very ineffective

2 _____ Can't say

3 _____ Somewhat effective

4 _____ Very effective

34. Have you attended programs, workshops, or other activities to alert staff to sex-fair educational materials or on how to detect sex bias in materials?

1 _____ No [Go to item 35.]

2 _____ Yes

9 _____ Not sure [Go to item 35.]

34a. Who conducted these activities?

1 _____ State Vocational Education Agency

2 _____ Local Education Agency or Community College District

3 _____ School

4 _____ Other (specify) _____

34b. How effective were they?

1 _____ Very ineffective

2 _____ Can't say

3 _____ Somewhat effective

4 _____ Very effective

The following questions concern data collection, dissemination, or monitoring activities related to sex inequities. Is your local education agency/community college implementing or planning to implement any of the following?

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. I don't know

INTERVIEWER: SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

		B. DOCUMENTS AVAILABLE
1 2 3 4 5 6 9	35. Gather and disseminate information to create awareness of programs and activities in vocational education designed to reduce sex inequities	____
1 2 3 4 5 6 9	36. Gather, analyze, and disseminate data on the status of men and women students and employees in local vocational education programs	____
1 2 3 4 5 6 9	37. Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures relating to vocational education	____
1 2 3 4 5 6 9	38. Review funding practices to assure that guidelines regarding sex fairness were carried out	____
1 2 3 4 5 6 9	39. Sponsor research or evaluation activities related to the elimination or sex inequities	____
1 2 3 4 5 6 9	40. Ensure female representation on all local advisory councils	____
1 2 3 4 5 6 9	41. Ensure male representation on all local advisory councils	____
		0 or 1

FOR ITEMS TO WHICH ANSWERS 5 or 6 WERE GIVEN, ASK WHO COULD GIVE FURTHER INFORMATION, AND PUT THIS PERSON'S NAME ON THE TEAR-OFF PORTION, BELOW.

SECTION V

42. Has (or will) your local education agency/community college conducted self-evaluations in response to Title IX that include vocational education?

1 ____ No [Go to 48.]
2 ____ Yes, we are planning to do it
3 ____ Yes, we have done it
9 ____ Don't know [Go to 48.]

Which of the following has your local education agency/community college done?

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. I don't know

INTERVIEWER: SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 9 43. Review local vocational education programs for sex inequities

1 2 3 4 5 6 9 44. Sponsor or institute procedures to review locally used curriculum materials for sex fairness

1 2 3 4 5 6 9 45. Review student recruitment policies, practices and materials to assure that they are nondiscriminatory in accord with applicable state and federal laws

1 2 3 4 5 6 9 46. Review student admission policies, practices, and materials to assure that they are nondiscriminatory in accord with applicable state and federal laws

47. What changes have been made as a result of these evaluations?

48. Has the _____ appointed a Title IX coordinator?
(name of local agency)

1 ____ No [Go to 50.]
2 ____ Yes
9 ____ Don't know [Go to 50.]

49. Has a liaison been created between local Title IX and vocational staff?

1 ____ No, none at all
2 ____ Don't know
3 ____ Yes, weak
4 ____ Yes, very close

50. How satisfied are you with activities that are being carried out in response to Title IX?

1 ____ Very dissatisfied
2 ____ Somewhat dissatisfied
3 ____ No strong opinion
4 ____ Somewhat satisfied
5 ____ Very satisfied

51. Please explain why you are satisfied or dissatisfied.

SECTION VII

52. How many years have you spent in each of the following positions in education?

___ ___ a. Vocational teacher (include time as an instructor in a union apprenticeship program, a military training program in a vocational area, an industry training program, and like experience, as well as in a high school, technical center, or junior college)

___ ___ b. Counselor

___ ___ c. School or District administrator

___ ___ d. State level administrator

___ ___ e. Total time as an educator

53. Which of the following types of experience have you had working with nontraditional students? (Check all that apply) A "nontraditional student" is one enrolled in a program in which 80% or more of the students are of the opposite sex.

___ a Taught classes including nontraditional students

___ b Counseled on an informal basis students who enrolled in nontraditional programs

___ c Counseled on a formal basis students who enrolled in nontraditional programs

___ d Provided special support services such as job follow-up for nontraditional students

___ e Worked in a program designed to encourage enrollment of nontraditional students

___ f Other (specify): _____

1 or 0

54. Which of the following types of experience have you had working with nontraditional staff? (Check all that apply) "Nontraditional staff" are those who perform a function in which at least 80% of individuals who also perform that function are of the opposite sex.

1 or 0

____ a Taught classes including nontraditional staff

____ b Counseled nontraditional staff on an informal basis

____ c Counseled nontraditional staff on a formal basis

____ d Provided special support services such as day care for nontraditional staff

____ e Worked in a program designed to encourage nontraditional staff

____ f Other (specify): _____

55. What do you feel are the biggest constraints to achieving sex equity in vocational education? Mark "1" by first category mentioned. Then ask about all others.

a. Constraints within vocational education:

b. Constraints outside vocational education:

c. Constraints resulting from employer attitudes or actions:

d. Constraints imposed by attitudes or mores of the community at large:

56. What do you feel would be effective techniques for achieving sex equity in your local education agency/community college?

57. Do you know of any exemplary programs, activities, or strategies for reducing sex inequities in vocational education or in the labor force?

1 ____ No

2 ____ Yes. Description: _____

_____

_____

Sources of further information: _____

_____

_____

58. Please give me any additional comments about the issue of sex equity related to vocational education that you would like to add.

TO BE COMPLETED BY THE INTERVIEWER
AT THE END OF THE SESSION

QUERY RESPONDENT IF THERE IS ANY
DOUBT AS TO ITEMS 60 or 61

59. Sex of respondent

1 ____ Male
2 ____ Female

60. Racial/ethnic background of respondent

1 ____ White--not of Hispanic origin
2 ____ Black--not of Hispanic origin
3 ____ Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanich culture or origin, regardless of race
4 ____ American Indian or Native Alaskan
5 ____ Asian or Pacific Islander

61. Position of respondent

SAMPLE

LOCAL ACTIVITY FOLLOW-UP SHEET

1. Code: 2 - ___ ___ - ___ ___
   State LEA/ Community College
2. Title of Interview: _____
3. Follow-up Topic: *Guidance and counseling services for nontraditional students*
4. Description of Activity: *Peer counseling by recent nontraditional graduates*
5. Type of Documentation Available: *Report of program success*

LOCAL ACTIVITY FOLLOW-UP SHEET

1. Code: 2 - ___ ___ - ___ ___
   State LEA/ Community College

2. Title of Interview: _____

3. Follow-up Topic:

4. Description of Activity:

5. Type of Documentation Available:

130

Appendix E

INSTRUCTOR INTERVIEW

INSTRUCTOR INTERVIEW

INTERVIEWER, READ THE FOLLOWING TO THE RESPONDENT:

The American Institutes for Research is conducting this study for the United States Office of Education. (It is authorized by law - PL 94-482 Section 523(a).) Its purpose is to report to Congress on the extent and nature of sex stereotyping and discrimination in vocational education, and to look at the progress which has been made in reducing any stereotyping and discrimination. All information will be reported only in aggregate form. While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

DATE: _____
month day year

INTERVIEWER: _____
(full name)

SCHOOL: _____

CITY: _____

STATE: _____

INTERVIEWER: USE THIS INFORMATION TO ENTER CODE ON NEXT PAGE, THEN DESTROY THIS SHEET

INTERVIEWER: A GLOSSARY OF CERTAIN TERMS USED IN THIS INSTRUMENT IS INCLUDED AT THE BACK.

TO BE COMPLETED BY INTERVIEWER

Code: 3 - ___ ___ - ___ ___ - ___ - 1 ___ - ___
State / LEA/ Community College / School / Kind of Respondent / Teacher No.

1. Type of School

1 ____ Vocational High School
2 ____ Comprehensive High School
3 ____ Technical Insitute
4 ____ Vocational Center (shared time)
5 ____ Junior or Community College

SECTION I

2. What are the primary occupations for which you prepare students? (list no more than three)

__ __.__ __ __ __ _____
__ __.__ __ __ __ _____
__ __.__ __ __ __ _____

___
OE Code Number

___ 3. How long have you been teaching in this field?

___ 4. How many years did you work in the occupation you teach?

5. In which of the following types of institutions did you train for the occupation you teach? (Check all that apply)

___ a. Vocational high school
___ b. Comprehensive high school
___ c. Junior college/community college
___ d. Apprenticeship program
___ e. Military training program
___ f. Other vocational school
___ g. Four-year college or university
___ h. Other (specify)_____
0 or 1

6. What is the highest level of schooling you completed? (Check one)

1 ____ Elementary school
2 ____ Some high school
3 ____ High school graduate
4 ____ Some college (including junior/community college)
5 ____ College graduate (4 year or university)
6 ____ Postgraduate work

7. Which of the following credentials do you hold? (Check all that apply)

____ a. A standard secondary teaching credential
____ b. A temporary, probationary, or other nonstandard credential/certificate
____ c. A standard community/junior college credential
____ d. A regular counseling credential/certificate
____ e. A vocational counseling credential/certificate
____ f. An administrative credential
____ g. A vocational teaching credential/certificate
____ h. Other credential (specify) _____
____ i. No credential
0 or 1

8. In your experience do male students enrolled in nontraditional programs have the same attrition rates as females in those same programs? (A nontraditional program for a male is one in which 80% or more of the students are female.)

1 ____ No, males in nontraditional programs drop out less than females in those same programs
2 ____ No, males in nontraditional programs drop out more than females in those same programs
3 ____ Yes
9 ____ Don't know

9. In your experience, do female students enrolled in nontraditional programs have the same attrition rates as males in those same programs? (A nontraditional program for a female is one in which 80% or more of the students are male.)

1 ____ No, females in nontraditional programs drop out less than males in those same programs
2 ____ No, females in nontraditional programs drop out more than males in those same programs
3 ____ Yes
9 ____ Don't know

10. If attrition rates are different, what do you feel accouts for this?

10a. Males in nontraditional courses:

10b. Females in nontraditional courses:

11. Are work study placements arranged for students from your occupational area?

1 ____ No [GO TO ITEM 12]

2 ____ Yes

9 ____ Don't know [GO TO ITEM 12]

11a. What types of work study placements are arranged?

11b. Are any students placed in nontraditional work study assignments?

1 ____ No [GO TO ITEM 12]

2 ____ Yes Please give examples: _____

_____

_____

9 ____ Don't know [GO TO ITEM 12]

11c. What have been the effects of these nontraditional work study assignments?

1 ____ For the worse. Describe: _____

_____

_____

2 ____ No effects

3 ____ For the better. Describe: _____

_____

_____

12. Are cooperative education placements arranged for students from your occupational area?

1 ____ No [GO TO ITEM 13]

2 ____ Yes

9 ____ Don't know [GO TO ITEM 13]

12a. What types of cooperative education placements are arranged?

12b. Are any students placed in nontraditional cooperative education assignments?

1 ____ No [GO TO ITEM 13]

2 ____ Yes. Please give examples: _____

_____

_____

12c. What have been the effects of these nontraditional cooperative education assignments?

1 ____ For the worse. Describe: _____

_____

_____

2 ____ No effects

3 ____ For the better. Describe: _____

_____

_____

13. On the whole, how well are female students in traditionally male vocational courses accepted by other students in those courses? (A traditionally male course is one in which 80% or more of the students are males.)

1 ____ Very poorly
2 ____ Poorly
3 ____ Not badly
4 ____ Moderately well
5 ____ Very well
9 ____ Insufficient experience to judge

14. On the whole, how well are male students in traditionally female vocational courses accepted by other students in those courses? (A traditionally female course is one in which 80% or more of the students are females.)

1 ____ Very poorly
2 ____ Poorly
3 ____ Not badly
4 ____ Moderately well
5 ____ Very well
9 ____ Insufficient experience to judge

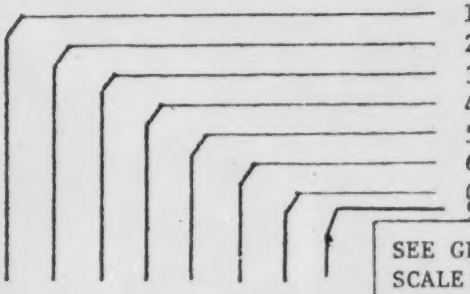
SECTION II

I would like to ask you about efforts to reduce sex inequities in staffing patterns.

20. Is your school currently implementing or planning to implement any hiring, or promotion activities or programs for school staff for positions normally held by persons of the other sex?

1 ___	No	Go to Item 28
2 ___	Yes	Continue below
9 ___	Don't know	Go to Item 28

Which of the following are being planned or implemented at your school?



STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 0 9 21. Hiring or promotion of women for ADMINISTRATIVE positions usually filled by men

1 2 3 4 5 6 0 9 22. Hiring or promotion of men for ADMINISTRATIVE positions usually filled by women

1 2 3 4 5 6 0 9 23. Hiring or promotion of women for TEACHING positions usually filled by men

1 2 3 4 5 6 0 9 24. Hiring or promotion of men for TEACHING positions usually filled by women

1 2 3 4 5 6 0 9 25. Hiring or promotion of women for NONPROFESSIONAL positions usually filled by men

1 2 3 4 5 6 0 9 26. Hiring or promotion of men for NONPROFESSIONAL positions usually filled by women

27. What overall effects, if any, have these efforts had at your school? Have the effects been for better or worse? Please describe.

1 ____ For the worse. Describe: _____

_____

_____

2 ____ No effect

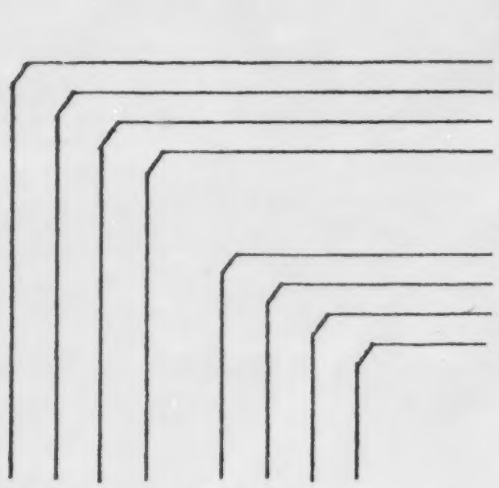
3 ____ For the better. Describe: _____

_____

_____

SECTION III

Please indicate which of the following practices exist <u>now</u> in your school and which existed <u>five years ago</u>.


Now
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know
5 years ago
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know

Now				5 years ago				
1	2	3	9	1	2	3	9	28. Rules or regulations denying admission to certain courses or programs on the basis of sex
1	2	3	9	1	2	3	9	29. Quotas limiting the number of males or females admitted to certain courses or programs
1	2	3	9	1	2	3	9	30. Unwritten understandings that some courses or programs are (were) for males and other courses for females, even though there is(was) no formal policy to that effect.
1	2	3	9	1	2	3	9	31. A tendency for <u>this school's</u> counselors to suggest traditional options to male and female students undecided as to a career
1	2	3	9	1	2	3	9	32. A tendency for <u>this school's</u> counselors to discourage already interested students from entering nontraditional programs
1	2	3	9	1	2	3	9	33. A tendency for <u>feeder school</u> counselors to suggest different options to male and female students undecided as to a career
1	2	3	9	1	2	3	9	34. A tendency for <u>feeder school</u> counselors to discourage already interested students from entering nontraditional programs
1	2	3	9	1	2	3	9	35. A reluctance by teachers to have nontraditional students in their courses
1	2	3	9	1	2	3	9	36. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students

PRACTICES SHEET

28. Rules or regulations denying admission to certain courses or programs on the basis of sex

29. Quotas limiting the number of males or females admitted to certain courses or programs

30. Unwritten understandings that some courses or programs are (were) for male and other courses for females, even though there is (was) no formal policy to that effect

31. A tendency for this school's counselors to suggest traditional options to male and female students undecided as to a career

32. A tendency for this school's counselors to discourage already interested students from entering nontraditional programs

33. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career

34. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs

35. A reluctance by teachers to have nontraditional students in their courses

36. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students

GIVE THE RESPONDENT THE PRACTICES SHEET

37. Are there circumstances in which any of these practices are justifiable? Which ones, and why?

INTERVIEWER: CHECK THE NUMBERS OF THOSE PRACTICES THE INTERVIEWEE FEELS ARE JUSTIFIED

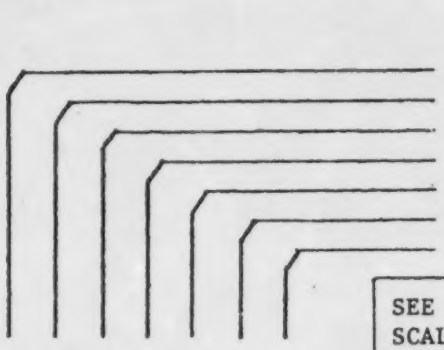
____ 28
____ 29
____ 30
____ 31
____ 32
____ 33
____ 34
____ 35
____ 36
0 or 1

___ ___ 38. Pick out the practice in which you have observed the most change in the past five years. Please describe the change, and what brought it about.

___ ___ 39. Pick out the practice in which you feel the most change is still needed. Please describe the present situation and how it should be changed. What do you think stands in the way of change? What do you feel could be done to bring change about?

SECTION IV

The next series of questions relate to activities to identifv and overcome sex inequity. Which of the following are being planned or implemented by your school?



STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. I don't know

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 9	40.	Develop programs, activities, or curricula to make students aware of potential sex inequities in education and the labor force and their rights as employees
1 2 3 4 5 6 9	41.	Conduct programs or activities for students to make them aware of or encourage them to enter nontraditional programs
1 2 3 4 5 6 9	42.	Conduct special job development, job placement, or job follow-up programs or activities for students in nontraditional occupational areas
1 2 3 4 5 6 9	43.	Make special guidance and counseling services available to nontraditional students
1 2 3 4 5 6 9	44.	Make day care services available to children of vocational students
1 2 3 4 5 6 9	45.	Ensure female representation on all school advisory councils
1 2 3 4 5 6 9	46.	Ensure male representation on all school advisory councils
1 2 3 4 5 6 9	47.	Sponsor or conduct programs for employers or community organizations such as unions, the PTA, or service clubs to alert them to the problems of sex inequity.

48. Does the school take any special steps to meet the needs of minority students, for example, training for counselors or staff, review recruitment or testing procedures to assure they are nondiscriminatory, or special activities to make minority students more aware of career options?

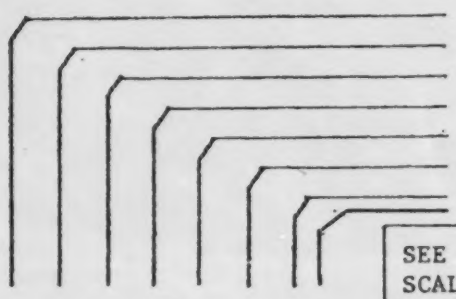
1 ____ No. GO TO ITEM 56

2 ____ Yes. Continue below

0 ____ Don't know. GO TO ITEM 56

9 ____ N/A No minority students GO TO ITEM 56

Which of the following are being planned or implemented?



STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 0 9 49. Provide special training for counselors in serving minority women and/or offer alternative counseling approaches (such as peer counseling) for minority women.

1 2 3 4 5 6 0 9 50. Sponsor or conduct cultural awareness programs for staff dealing with minority concerns.

1 2 3 4 5 6 0 9 51. Provide native language examinations for minority students including aptitude or other admission tests, examinations given during the course of training, and end of training proficiency or licensing examinations.

1 2 3 4 5 6 0 9 52. Undertake special programs or activities to place minority women

1 2 3 4 5 6 0 9 53. Provide English as a Second Language programs or other linguistic support services for those who are nonEnglish dominant.

1 2 3 4 5 6 0 9 54. Undertake special programs, activities, or procedures to attract minority women students

1 2 3 4 5 6 0 9 55. Provide special career awareness programs for minority group members

56. Have you attended programs, workshops, or other activities to make school staff aware of the problem of sex discrimination in the labor force?

1 ____ No [GO TO ITEM 57]

2 ____ Yes

9 ____ Not sure. [GO TO ITEM 57]

56a. Who conducted these activities?

1 ____ State Vocational Education Agency
2 ____ Local Education Agency or Community College District
3 ____ School
4 ____ Other (specify) _____

56b. How effective were they?

1 ____ Very ineffective
2 ____ Can't say
3 ____ Somewhat effective
4 ____ Very effective

57. Have you attended programs, workshops, or other activities to alert staff to sex-fair educational materials or on how to detect sex bias in materials?

1 ____ No [GO TO ITEM 58]

2 ____ Yes

9 ____ Not sure. [GO TO ITEM 58]

57a. Who conducted these activities?

1 ____ State Vocational Education Agency
2 ____ Local Education Agency or Community College District
3 ____ School
4 ____ Other (specify) _____

57b. How effective were they?

1 ____ Very ineffective
2 ____ Can't say
3 ____ Somewhat effective
4 ____ Very effective

SECTION V

The next series of questions relates to the review of policies and materials used by your school to ensure sex equity. Is your school implementing or planning to implement any of the following?

STATUS

1. No, and it should not/does not need to
2. No, but it should
3. Yes
9. Don't know

1 2 3 9 58. Review student recruitment policies, practices, and materials to assure that they are nondiscriminatory in accord with applicable state and federal law

1 2 3 9 59. Review student admissions policies, practices, and materials to assure that they are nondiscriminatory in accord with applicable state and federal law

1 2 3 9 60. Invite staff and students to submit information regarding instances of sex bias or discrimination in policies, practices, or materials

1 2 3 9 61. Review teaching materials or procedures for sex bias and discrimination

1 2 3 9 62. Conduct school self-evaluations in response to Title IX

63. Have any changes been made as a result of these reviews? Are any planned?

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 ____ No plans to make changes GO TO ITEM 65
2 ____ Will make changes; formal planning not yet begun
3 ____ Will make changes; formal planning begun
4 ____ Formal implementation of changes has begun
5 ____ Changes fully implemented or completed
0 ____ I don't know GO TO ITEM 65
9 ____ N/A GO TO ITEM 65

64. Please describe the nature of any changes and indicate whether or not you think they are (will be) adequate.

65. How satisfied are you with activities that are being carried out to encourage sex equity in your school?

1 ____ Very dissatisfied
2 ____ Somewhat dissatisfied
3 ____ No strong opinion
4 ____ Somewhat satisfied
5 ____ Very satisfied

66. Please explain why you are satisfied or dissatisfied.

67. At this moment, do men and women have the same opportunity to obtain good, well paying jobs in your occupational area?

1 ____ Definitely yes [GO TO 69]

2 ____ Probably yes [GO TO 69]

3 ____ Probably not

4 ____ Definitely not

68. Who has the advantage if things are unequal, men or women? Why do you feel this is so?

1 ____ Men
2 ____ Women

69. What percentage of employers in the occupational areas you teach are willing to hire nontraditional students?

1 ____ Almost all (90% or more)
2 ____ More than half (60-89%)
3 ____ About half (41-59%)
4 ____ Less than half (11-40%)
5 ____ Hardly any (0 - 10%)
9 ____ Don't know

70. Does being union or nonunion effect the willingness of employers to hire nontraditional students? If yes, how?

1 ____ No
2 ____ Yes. How? _____

_____

_____

SECTION VI

71. How many years have you spent in each of the following positions in education?

___ ___ a. Vocational teacher (include time as an instructor in a union apprenticeship program, a military training program in a vocational area, an industry training program, and like experience, as well as in a high school, technical center, or junior college)

___ ___ b. Counselor

___ ___ c. School or District administrator

___ ___ d. State level administrator

___ ___ e. Total time as an educator

72. Which of the following types of experience have you had in working with nontraditional students? (Check all that apply) A "nontraditional student" is one enrolled in a program in which 80% or more of the students are of the opposite sex.

____ a. Taught classes including nontraditional students

____ b. Counseled on an informal basis students who enrolled in nontraditional programs

____ c. Counseled on a formal basis students who enrolled in nontraditional programs

____ d. Provided special support services such as job follow up for nontraditional students

____ e. Worked in a program designed to encourage enrollment of nontraditional students

____ f. Other (specify)_____

0 or 1

73. What do you feel are the biggest constraints to achieving sex equity in vocational education? Mark "1" by category first mentioned. Then ask about all others.

73a. Constraints within vocational education:

73b. Constraints outside vocational education:

73c. Constraints resulting from employer attitudes or actions:

73d. Constraints imposed by attitudes or mores of the community at large:

74. Do you feel you need more training in order to achieve sex equity in vocational education?

1 ____ No GO TO ITEM 75

2 ____ Not sure GO TO ITEM 75

3 ____ Yes

74a. What kind of training?

75. Do you feel you have adequate resource materials for achieving sex equity?

1 ____ No

2 ____ Not sure [GO TO ITEM 77]

3 ____ Yes [GO TO ITEM 77]

76. How could the resource materials be improved?

77. What do you feel would be effective techniques for achieving sex equity?

78. Please give me any additional comments about the issue of sex inequity related to vocational education that you would like to add:

TO BE COMPLETED BY THE INTERVIEWER AT THE END OF THE SESSION. QUERY RESPONDENT IF THERE IS ANY DOUBT AS TO ITEM 80.

79. Sex of respondent

1 ____ Male
2 ____ Female

80. Racial/ethnic background of respondent

1 ____ White--not of Hispanic origin
2 ____ Black--not of Hispanic origin
3 ____ Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
4 ____ American Indian or Native Alaskan
5 ____ Asian or Pacific Islander

Appendix F

COUNSELOR INTERVIEW

COUNSELOR INTERVIEW

INTERVIEWER, READ THE FOLLOWING TO THE RESPONDENT:

The American Institutes for Research is conducting this study for the United States Office of Education. (It is authorized by law - PL 94-482 Section 523(a).) Its purpose is to report to Congress on the extent and nature of sex stereotyping and discrimination in vocational education, and to look at the progress which has been made in reducing any stereotyping and discrimination. All information will be reported only in aggregate form. While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

DATE: _____
month day year

INTERVIEWER: _____ _____
(full name)

RESPONDENT TITLE: _____

SCHOOL: _____

CITY: _____

STATE: _____

INTERVIEWER: USE THIS INFORMATION TO ENTER CODE ON NEXT PAGE, THEN DESTROY THIS SHEET. THIS FORM IS TO BE USED WITH VOCATIONAL SCHOOL COUNSELORS, FEEDER SCHOOL COUNSELORS, AND LEA OR COMMUNITY COLLEGE DIRECTORS OF GUIDANCE AND COUNSELING.

INTERVIEWER: A GLOSSARY OF CERTAIN TERMS USED IN THIS INSTRUMENT IS INCLUDED AT THE BACK.

SECTION I

TO BE COMPLETED BY THE INTERVIEWER

Code: 3 - ___ ___ - ___ ___ - ___ - 2 - ___

SEA | LEA/Community College | School | Kind of Respondent | Counselor Number

1. Type of School

1 ___ Vocational High School
2 ___ Comprehensive High School
3 ___ Technical Institute
4 ___ Junior or Community College
5 ___ Vocational Center (Shared Time)
6 ___ Junior High School

2. Counselor from Feeder School? See glossary

1 ___ No
2 ___ Yes

3. What is your current position? (Check main one)

1 ___ Counselor at vocational school
2 ___ Counselor at junior/community college
3 ___ Counselor at comprehensive senior high school
4 ___ Counselor at a junior high school
5 ___ Director of counseling

___ ___ 4. How many years have you been a counselor at this level?

5. Which of the following credentials do you hold? (Check all that apply)

___ a. A standard secondary teaching credential
___ b. A temporary, probationary, or other nonstandard credential/certificate
___ c. A standard community/junior college credential
___ d. A regular counseling credential/certificate
___ e. A vocational counseling credential/certificate
___ f. An administrative credential
___ g. A vocational teaching credential/certificate
___ h. Other credential (specify) _____
___ i. No credential

0 or 1

6. In your experience do male students enrolled in nontraditional programs have the same attrition rates as females in those same programs? (A nontraditional program for a male is one in which 80% or more of the students are female.)

1 ___ No, males in nontraditional programs drop out less than females in those same programs
2 ___ No, males in nontraditional programs drop out more than females in those same programs
3 ___ Yes
9 ___ Don't know

7. In your experience, do female students enrolled in nontraditional programs have the same attrition rates as males in those same programs? (A nontraditional program for a female is one in which 80% or more of the students are male.)

3 ____ Yes
2 ____ No, females in nontraditional programs drop out more than males in those same programs
1 ____ No, females in nontraditional programs drop out less than males in those same programs
9 ____ Don't know

8. If attrition rates are different, what do you feel accounts for this?

8.a. Males in nontraditional areas:

8.b. Females in nontraditional areas:

14. On the whole, how well are females in traditionally male vocational courses accepted by other students in those courses?

1 ____ Very poorly
2 ____ Poorly
3 ____ Don't know
4 ____ Moderately well
5 ____ Very well
9 ____ Insufficient experience to judge

15. On the whole, how well are male students in traditionally female vocational courses accepted by other students in those courses?

1 ____ Very poorly
2 ____ Poorly
3 ____ Don't know
4 ____ Moderately well
5 ____ Very well
9 ____ Insufficient experience to judge

SECTION II

FOR FEEDER SCHOOL COUNSELORS OMIT SECTION II - GO TO ITEM 24

I would like to ask you about efforts to reduce sex inequities in staffing patterns.

16. Is your school currently implementing or planning to implement any hiring or promotion activities or programs for school staff for positions normally held by persons of the other sex?

1 ___ No. GO TO ITEM 24

2 ___ Yes. Continue below

9 ___ Don't know. GO TO ITEM 24

Which of the following are being planned or implemented at your school?

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 0 9 17. Hiring or promotion of women for ADMINISTRATIVE positions usually filled by men

1 2 3 4 5 6 0 9 18. Hiring or promotion of men for ADMINISTRATIVE positions usually filled by women

1 2 3 4 5 6 0 9 19. Hiring or promotion of women for TEACHING positions usually filled by men

1 2 3 4 5 6 0 9 20. Hiring or promotion of men for TEACHING positions usually filled by women

1 2 3 4 5 6 0 9 21. Hiring or promotion of women for NONPROFESSIONAL positions usually filled by men

1 2 3 4 5 6 0 9 22. Hiring or promotion of men for NONPROFESSIONAL positions usually filled by women

23. What overall effects, if any, have these efforts had at your school? Have the effects been for better or worse? Please describe.

1 ____ For the worse. Describe: _____

_____

_____

2 ____ No effect

3 ____ For the better. Describe: _____

_____

_____

SECTION III

Please indicate which of the following practices exist now in your school and which existed five years ago.

Now

1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know

1 2 3 9	24. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career
1 2 3 9	25. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs

INTERVIEWER: INSTRUCT FEEDER SCHOOL COUNSELORS THAT THE BALANCE OF ITEMS IN THIS SECTION ARE TO BE ANSWERED IN TERMS OF THE VOCATIONAL SCHOOLS TO WHICH THEY REFER STUDENTS.

1 2 3 9	26. Rules and regulations denying admission to certain courses or programs on the basis of sex
1 2 3 9	27. Quotas limiting the number of males or females admitted to certain courses or programs
1 2 3 9	28. Unwritten understandings that some courses or programs are (were) for males and other courses for females, even though there is (was) no formal policy to that effect
1 2 3 9	29. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career
1 2 3 9	30. A tendency for the vocational school counselors to discourage already interested students from entering nontraditional programs
1 2 3 9	31. A reluctance by teachers to have nontraditional students in their courses
1 2 3 9	32. A tendency to take the sex of the students into consideration in determining the type of work-study, cooperative education, or job placements provided for students

PRACTICES SHEET

24. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career

25. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs

26. Rules and regulations denying admission to certain courses or programs on the basis of sex

27. Quotas limiting the number of males or females admitted to certain courses or programs

28. Unwritten understandings that some courses or programs are (were) for males and other courses for females, even though there is (was) no formal policy to that effect

29. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career

30. A tendency for the vocational school counselors to discourage already interested students from entering nontraditional programs

31. A reluctance by teachers to have nontraditional students in their courses

32. A tendency to take the sex of the students into consideration in determining the type of work-study, cooperative education, or job placements provided for students

GIVE THE RESPONDENT THE PRACTICES SHEET

33. Are there circumstances in which any of these practices are justifiable? Which ones, and why?

INTERVIEWER: CHECK THE NUMBERS OF THOSE PRACTICES THE INTERVIEWEE FEELS ARE JUSTIFIED

___ 24
___ 25
___ 26
___ 27
___ 28
___ 29
___ 30
___ 31
___ 32
___ 0 or 1

___ ___ 34. Pick out the practice in which you have observed the most change in the past five years. Please describe the change, and what brought it about.

___ ___ 35. Pick out the practice in which you feel the most change is still needed. Please describe the present situation and how it should be changed. What do you feel stands in the way of change? What do you feel could be done to bring change about?

SECTION IV

The next series of questions relate to activities to identify and overcome sex inequity. Which of the following are being planned or implemented at the school level?

INTERVIEWER NOTE: VOCATIONAL SCHOOL COUNSELORS ANSWER ALL ITEMS FOR THEIR OWN SCHOOLS.

FEEDER SCHOOL COUNSELORS ANSWER ITEMS 36 - 38 FOR THEIR OWN SCHOOLS AND ITEMS 39 - 41 FOR VOCATIONAL SCHOOLS INTO WHICH THEY PLACE STUDENTS.

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
9. I don't know

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 9 36. Develop programs, activities, or curricula to make students aware of potential sex inequities in education and the labor force and their rights as employees

1 2 3 4 5 6 9 37. Conduct programs or activities for students to make them aware of or encourage them to enter nontraditional programs

1 2 3 4 5 6 9 38. Conduct special job development, job placement, or job follow-up programs or activities for students in nontraditional occupational areas

INTERVIEWER NOTE: FEEDER SCHOOL COUNSELORS ANSWER THE BALANCE OF THE ITEMS FOR VOCATIONAL SCHOOLS INTO WHICH THEY PLACE STUDENTS

1 2 3 4 5 6 9 39. Sponsor or conduct programs for employers or community organizations such as unions, the PTA or service clubs to alert them to the problems of sex inequity

1 2 3 4 5 6 9 40. Make special guidance and counseling services available to nontraditional students

1 2 3 4 5 6 9 41. Make day care services available to children of vocational students

42. Do minority women need special kinds of guidance services that differ from those required by white women?

1 ___ No
2 ___ Not sure
3 ___ Yes. Describe: _____

_____

_____

43. Does the school take any special steps to meet the needs of minority students, for example, training for counselors or staff, review recruitment or testing procedures to assure they are nondiscriminatory, or special activities to make minority students more aware of career options?

FEEDER SCHOOL COUNSELORS ANSWER FOR THE VOCATIONAL SCHOOL INTO WHICH THEY REFER STUDENTS

1 ___ No. GO TO ITEM 51
2 ___ Yes. Continue below

0 ___ Don't know. GO TO ITEM 51
9 ___ N/A No minority students. GO TO ITEM 51

Which of the following are being planned or implemented?

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 0 9 44. Provide special training for counselors in serving minority women and/or offer alternative counseling approaches (such as peer counseling) for minority women.

1 2 3 4 5 6 0 9 45. Sponsor or conduct cultural awareness programs for staff dealing with minority concerns.

1 2 3 4 5 6 0 9 46. Provide native language examinations for minority students including aptitude or other admission tests, examinations given during the course of training, and end of training proficiency or licensing examinations.

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 0 9 47. Undertake special programs or activities to place minority women

1 2 3 4 5 6 0 9 48. Provide English as a Second Language programs or other linguistic support services for those who are nonEnglish dominant.

1 2 3 4 5 6 0 9 49. Undertake special programs, activities, or procedures to attract minority women students

1 2 3 4 5 6 0 9 50. Provide special career awareness programs for minority group members

51. Does the school take any special steps to meet the needs of older women returning to school, for example, special counseling or evening classes?

FEEDER SCHOOL COUNSELORS ANSWER FOR THE VOCATIONAL SCHOOL TO WHICH THEY REFER STUDENTS

1 ____ No. GO TO ITEM 57

2 ____ Yes. Continue below

0 ____ Don't know. GO TO ITEM 57

9 ____ N/A No older women returning to school. GO TO ITEM 57

Which of the following are being planned or implemented?

STATUS

1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. I don't know
9. N/A

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 2 3 4 5 6 0 9 52. Provide special reentry programs for women who have been out of the labor market for an extended period

1 2 3 4 5 6 0 9 53. Provide remedial programs for women lacking background to enter traditionally male fields

1 2 3 4 5 6 0 9 54. Provide evening classes for women who work during the day

1 2 3 4 5 6 0 9 55. Provide special counseling for women who have been out of the labor market for an extended period

1 2 3 4 5 6 0 9 56. Provide financial assistance during training for women who have been out of the labor market for an extended period

57. Please describe the process by which your school places students into vocational programs, being sure to touch on the following:

INTERVIEWER: PROBE FOR SPECIFIC ACTIVITIES. FEEDER SCHOOL COUNSELORS ANSWER FOR ENTRY INTO COURSES AT THE VOCATIONAL SCHOOL

a. How are vocational training opportunities brought to the attention of prospective students?

b. What kinds of literature are used?

c. How is it decided who will be admitted if there are more applicants than slots?

d. Which of the following do you feel is most important in making curriculum recommendations?

_____ a. Student records
_____ b. Student preference
_____ c. Parental preference
_____ d. Other-specify: _____

58. Do you have any special activities to attract students to nontraditional occupational areas?

1 ____ No
2 ____ Yes. Describe: _____

_____

_____

_____

59. Have you attended programs, workshops, or other activities to make school staff aware of the problem of sex discrimination in the labor force?

1 ____ No [GO TO ITEM 60]
2 ____ Yes
9 ____ Not sure. [GO TO ITEM 60]

59a. Who conducted these activities?

1 ____ State Vocational Education Agency
2 ____ Local or Community College District
3 ____ School
4 ____ Other (specify) _____

59b. How effective were they?

1 ____ Very ineffective
2 ____ Can't say
3 ____ Somewhat effective
4 ____ Very effective

60. Have you attended programs, workshops, or other activities to alert staff to sex-fair educational materials or on how to detect sex bias in materials?

1 ____ No [GO TO ITEM 61]
2 ____ Yes
9 ____ Not sure. [GO TO ITEM 61]

60a. Who conducted these activities?

1 ____ State Vocational Education Agency
2 ____ Local or Community College District
3 ____ School
4 ____ Other (specify) _____

60b. How effective were they?

1 ____ Very ineffective
2 ____ Can't say
3 ____ Somewhat effective
4 ____ Very effective

SECTION V

Is the school implementing or planning to implement any of the following?

INTERVIEWER NOTE: VOCATIONAL COUNSELORS ANSWER ALL ITEMS FOR THEIR OWN SCHOOL AS IT RECRUITS STUDENTS FOR VOCATIONAL PROGRAMS AND FEEDER SCHOOL COUNSELORS ANSWER ALL ITEMS FOR THE VOCATIONAL SCHOOLS TO WHICH THEY REFER STUDENTS.

STATUS

1. No, and it should not/does not need to
2. No, but it should
3. Yes
9. Don't know

1 2 3 9	61. Review student recruitment policies, practices, and materials to assure that they are nondiscriminatory in accord with applicable state and federal law
1 2 3 9	62. Review student admissions policies, practices, and materials to assure that they are nondiscriminatory in accord with applicable state and federal law
1 2 3 9	63. Invite staff and students to submit information regarding instances of sex bias or discrimination in policies, practices, or materials
1 2 3 9	64. Review teaching materials or procedures for sex bias and discrimination
1 2 3 9	65. Conduct self-evaluations in response to Title IX

66. Have any changes been made as a result of these reviews? Are any planned?

SEE GLOSSARY FOR DEFINITION AND EXAMPLES OF SCALE POINTS

1 ____ No plans to make changes
2 ____ Will make changes; formal planning not yet begun
3 ____ Will make changes; formal planning begun
4 ____ Formal implementation of changes has begun
5 ____ Changes fully implemented or completed
0 ____ I don't know
9 ____ N/A

67. Please describe the nature of any changes and indicate whether or not you think they are adequate.

68. How satisfied are you with activities that are being carried out to encourage sex equity?

68a. At feeder schools

1 ____ Very dissatisfied
2 ____ Somewhat dissatisfied
3 ____ No strong opinion
4 ____ Somewhat satisfied
5 ____ Very satisfied
9 ____ N/A

68b. At vocational schools

1 ____ Very dissatisfied
2 ____ Somewhat dissatisfied
3 ____ No strong opinion
4 ____ Somewhat satisfied
5 ____ Very satisfied
9 ____ N/A

69. Please explain why you are satisfied or dissatisfied. (Specify whether answer is for feeder school or vocational school.)

70. At this moment, do men and women have the same opportunity to obtain good, well paying jobs ?

1 ____ Definitely yes [GO TO 72]

2 ____ Probably yes [GO TO 72]

3 ____ Probably not

4 ____ Definitely not

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71. Who has the advantage if things are unequal, men or women? Why do you feel this is so?

1 ____ Men
2 ____ Women

72. Are employers willing to hire nontraditional students?

1 ____ Almost all (90% or more)
2 ____ More than half (60-89%)
3 ____ About half (41-59%)
4 ____ Less than half (11-40%)
5 ____ Hardly any (0 - 10%)
9 ____ Don't know

73. Please describe the way in which preferences are shown.

SECTION VII

74. How many years have you spent in each of the following positions in education?

___ ___ a. Vocational teacher (include time as an instructor in a union apprenticeship program, a military training program in a vocational area, an industry training program, and like experience, as well as in a high school, technical center, or junior college)

___ ___ b. Counselor

___ ___ c. School or District administrator

___ ___ d. State level administrator

___ ___ e. Total time as an educator

75. Which of the following types of experience have you had working with nontraditional students? (Check all that apply) A "nontraditional student" is one enrolled in a program in which 80% or more of the students are of the opposite sex.

___ a. Taught classes including nontraditional students

___ b. Counseled on an informal basis students who enrolled in nontraditional programs

___ c. Counseled on a formal basis students who enrolled in nontraditional programs

___ d. Provided special support services such as job follow up for nontraditional students

___ e. Worked in a program designed to encourage enrollment of nontraditional students

___ f. Other (Specify) _____

0 or 1

76. As a counselor, what do you feel are the biggest constraints to achieving sex equity in vocational education?

MARK "1" BY CATEGORY FIRST MENTIONED. THEN ASK ABOUT ALL OTHERS.

76a. Constraints within vocational education:

76b. Constraints outside vocational education:

76c. Constraints resulting from employer attitudes or actions:

76d. Constraints imposed by attitudes or mores of the community at large:

77. Do you feel you need more training in how to achieve sex equity in vocational education?

1 ____ No [GO TO 78]

2 ____ Not sure [GO TO 78]

3 ____ Yes

77a. What kind of training?

78. Do you feel you have adequate resource materials for achieving sex equity?

1 ____ No

2 ____ Not sure [GO TO ITEM 79]

3 ____ Yes [GO TO ITEM 79]

78a. How could the resource materials be improved?

79. What do you feel would be effective techniques for achieving sex equity?

80. Do you know of any exemplary programs, activities, or strategies for reducing sex inequities in vocational education or in the labor force?

1 ____ No
2 ____ Yes. Description: _____

_____

_____

Sources of further information: _____

_____

_____

81. Please give any additional comments about the issue of sex inequity related to vocational education that you would like to add.

_____

_____

_____

_____

TO BE COMPLETED BY THE INTERVIEWER AT THE END OF THE SESSION

QUERY RESPONDENT IF THERE IS ANY DOUBT AS TO ITEM 83.

82. Sex of respondent

1 ____ Male
2 ____ Female

83. Racial/ethnic background of respondent

1 ____ White--not of Hispanic origin
2 ____ Black--not of Hispanic origin
3 ____ Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
4 ____ American Indian or Native Alaskan
5 ____ Asian or Pacific Islander

Appendix G

STUDENT INTERVIEW

STUDENT INTERVIEW

INTERVIEWER, READ THE FOLLOWING TO THE RESPONDENT:

The American Institutes for Research is conducting this study for the United States Office of Education. (It is authorized by law - PL 94-482 Section 523(a).) Its purpose is to report to Congress on the extent and nature of sex stereotyping and discrimination in vocational education, and to look at the progress which has been made in reducing any stereotyping and discrimination. All information will be reported only in aggregate form. While you are not required to respond, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

DATE: _____

INTERVIEWER: _____
(full name)

SCHOOL NAME: _____

CITY: _____

STATE: _____

INTERVIEWER: USE THIS INFORMATION TO ENTER CODE ON NEXT PAGE, THEN DESTROY THIS SHEET

INTERVIEWER: A GLOSSARY OF CERTAIN TERMS USED IN THIS INSTRUMENT IS INCLUDED AT THE BACK

INTERVIEWER COMPLETE:

Code: 4 - ____ ____ - ____ ____ - _____ - _____ - ____ ____
State / LEA/Community College / School / Voc. Area / Student Number

(1 1) Cell

No.of classes ____

1x 2x 3x 4x Times select. (circle)

Cell* Row (Horiz) Col. (Vert)

Row (Horiz)	Col. (Vert)	
1	1	W
2	2	B
3	3	H
4	4	O
5	5	Tot
6		
7		

*Circle one no. in each column

1. Type of School:

12.____ Vocational High School
11.____ Comprehensive High School
31.____ Technical Institute
21.____ Vocational Center (Shared Time)
32.____ Junior or Community College

2. Sex of Student:

1.____ Male
2.____ Female

3. How much time do you attend school?

1 ____ Full time (full class load)
2 ____ Part time (day)
3 ____ Part time (evening)

4. What vocational program are you now taking?

5. How many hours of vocational training are you taking?

6. How many other hours of classes are you taking?

1 = Unimportant
2 = Somewhat important
3 = Very important
9 = N/A

1 2 3 9 d. Previous work experience

1 2 3 9 e. Talking with counselors

1 2 3 9 f. Talking with parents

1 2 3 9 g. Talking with wife/husband

1 2 3 9 h. Talking with friends

1 2 3 9 i. Father's occupation - Specify: _____

1 2 3 9 j. Mother's occupation - Specify: _____

1 2 3 9 k. Other, specify: _____

12. What other occupations have you considered for yourself?

1. _____

2. _____

3. _____

4. _____

7. About how many males/females are attending classes in _____ _____?
(vocational program mentioned in item #4)

1____ __ __ Males
2____ __ __ Females
9____ Don't know

8. How did you learn about the _____?
(vocational program mentioned in item #4)
(Check all that apply)

____ a. A school recruitment program
____ b. A friend
____ c. A vocational instructor
____ d. A counselor
____ e. My parents
____ f. Reading and asking questions on my own
____ g. Other, specify _____
0 or 1

9. Who influences you most in deciding what vocational program to take? (Check one)

1 ____ Mother
2 ____ Father
3 ____ Brother
4 ____ Sister
5 ____ Friends
6 ____ Counselor
7 ____ Teacher
8 ____ Wife/Husband
9 ____ I make my own decisions
10 ____ Other, specify _____

10. When did you first become interested in the occupation for which you are training? (Check one)

1 ____ When I was quite young (elementary school age)
2 ____ When I was in junior high school
3 ____ When I was in high school
4 ____ After I left high school
5 ____ After I tried another occupation first

11. How important were the following in helping you decide on your occupation? Rate each factor as "unimportant," "somewhat important," and "very important."

1 = Unimportant
2 = Somewhat important
3 = Very important
9 = N/A

1 2 3 9 a. Academic activities I pursued at school

1 2 3 9 b. Vocational education activities I pursued at school

1 2 3 9 c. Activities I did during the summer time or outside of school

GIVE VOCATIONAL AREA LIST TO STUDENT

13. If you could train for any vocational area on the list I just handed you, what would your first, second and third choices be?

PUT A 1 BESIDE THE STUDENT'S FIRST CHOICE, A 2 BESIDE THE SECOND CHOICE, AND A 3 BESIDE THE THIRD CHOICE

01 ____ The occupational area in which you are currently enrolled, specify_____

02 ____ Agricultural Production

03 ____ Agricultural Mechanics

04 ____ Horticulture

05 ____ General Merchandising

06 ____ Hotel/Motel

07 ____ Child Development

08 ____ Foods and Nutrition

09 ____ Interior Decorating

10 ____ Nursing

11 ____ Medical Assistant

12 ____ Dental Assistant

13 ____ Inhalation (Respiratory) Therapy

14 ____ Physical Therapy

15 ____ Operating Room Assistant

16 ____ Typing

17 ____ Accounting

18 ____ Office Machines

19 ____ Appliance Repair

20 ____ Auto Mechanics

21 ____ Building Construction

22 ____ Commercial Art

23 ____ Cosmetology

24 ____ Data Processing

25 ____ Electronics

26 ____ Heavy Equipment Maintenance

27 ____ Plumbing

28 ____ Printing and Graphics

29 ____ Radio-TV

30 ____ Welding

31 ____ Auto Body and Fender

32 ____ Other, specify

VOCATIONAL AREA LIST

1 The occupational area in which you are currently enrolled, specify _____

2 Agricultural Production

3 Agricultural Mechanics

4 Horticulture

5 General Merchandising

6 Hotel/Motel

7 Child Development

8 Foods and Nutrition

9 Interior Decorating

10 Nursing

11 Medical Assistant

12 Dental Assistant

13 Inhalation (Respiratory) Therapy

14 Physical Therapy

15 Operating Room Assistant

16 Typing

17 Accounting

18 Office Machines

19 Appliance Repair

20 Auto Mechanics

21 Building Construction

22 Commercial Art

23 Cosmetology

24 Data Processing

25 Electronics

26 Heavy Equipment Maintenance

27 Plumbing

28 Printing and Graphics

29 Radio-TV

30 Welding

31 Auto Body and Fender

32 Other, specify

1-0

14. What are your plans after leaving the school you are presently attending?

___ a. No plans for the immediate future
___ b. Take any job I can get
___ c. Enter the field for which I am currently training
___ d. Enter an academic program at a Junior or Community College
___ e. Enter a vocational program at a Junior or Community College
___ f. Attend a 4-year college or university
___ g. Join the military service
___ h. Become an apprentice or receive "on the job" training
___ i. Work and go to school at the same time
___ j. Other. Specify _____

0 or 1

15. Do you plan on working after marriage?

1 _____ Yes. [ASK ITEM 16]

2 _____ No. [GO TO ITEM 17]

9 _____ Don't know. [GO TO ITEM 17]

16. Did your plans for marriage affect your choice of vocational fields?

1 _____ Yes. How? _____

2 _____ No.

9 _____ Don't know

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17. Have you ever heard about or attended special school-sponsored programs or lectures that explained possible unequal treatment of men and women in the labor force?

1 ____ No
2 ____ Uncertain
3 ____ Yes, an unidentifiable program
4 ____ Yes, an identifiable program

Program description:_____

_____

_____

_____

18. Have you ever heard about or attended special school-sponsored programs or lectures that explained your rights as an employee?

1 ____ No
2 ____ Uncertain
3 ____ Yes, an unidentifiable program
4 ____ Yes, an identifiable program

Program description:_____

_____

_____

19. Have you ever heard about special programs that encouraged you or other students to enroll in vocational courses in which almost all the students were _____?
(Say sex opposite that of student)

1 ____ No
2 ____ Uncertain
3 ____ Yes, an unidentifiable program
4 ____ Yes, an identifiable program

Program description:_____

_____

_____

20. Has anyone ever tried to encourage you to take a vocational education class of that type?

1 ____	No	GO TO 21
2 ____	Not sure	GO TO 21
3 ____	Yes	IF YES, ASK 20a and 20b

20a. Who did? CHECK ALL THAT APPLY

0 or 1
- ____ a. Mother
- ____ b. Father
- ____ c. Brother
- ____ d. Sister
- ____ e. Friend
- ____ f. Counselor
- ____ g. Teacher
- ____ h. Wife/Husband
- ____ i. Other, specify_____

20b. How did you feel about this?

- 1 ____ Resentful or annoyed
- 2 ____ Indifferent or not interested
- 3 ____ Appreciative or pleased
- 4 ____ Other

21. Has anyone ever tried to discourage you from taking a nontraditional vocational education class or program? (For a female, a nontraditional area is one in which 80% or more of the students are males. For a male, it is an area in which 80% or more of the students are females.)

1 ____	No	GO TO 22
2 ____	Not sure	GO TO 22
3 ____	Yes	IF YES, ASK 21a and 21b

21a. Who did? CHECK ALL THAT APPLY

0 or 1
- ____ a. Mother
- ____ b. Father
- ____ c. Brother
- ____ d. Sister
- ____ e. Friend
- ____ f. Counselor
- ____ g. Teacher
- ____ h. Wife/Husband
- ____ i. Other, specify_____

21b. How did you feel about this?

- 1 ____ Resentful or annoyed
- 2 ____ Indifferent or not interested
- 3 ____ Appreciative or pleased
- 4 ____ Other

22. Do you think that students in nontraditional occupational areas drop out more than students in traditional occupational areas? (For a female, a nontraditional area is one in which 80% or more of the students are males. For a male, it is an area in which 80% or more of the students are females.)

22a. Females in nontraditional areas:

1 ____ Yes
2 ____ No
9 ____ Don't know

Why do you feel this way? _____

_____

22b. Males in nontraditional areas:

1 ____ Yes
2 ____ No
9 ____ Don't know

Why do you feel this way? _____

_____

23. Have you ever taken a cooperative vocational education class in which you were working on a job in your vocational training area and were receiving class credit for your work?

1 ____ No — GO TO 24
2 ____ Not sure — GO TO 24
3 ____ Yes

23a. If yes, list the job or jobs you have had in your cooperative education class.

_____

_____

_____

24. Have you ever participated in work study in which you had a part-time paying job not related to your training area but arranged for by the school to help you stay in school?

1 ____ No
2 ____ Not sure
3 ____ Yes

24a. If yes, list the job or jobs you have had in your work-study program.

_____

_____

_____

INTERVIEWER, READ THE FOLLOWING TO THE STUDENT: Thank you for answering these questions. Before you go, I would like you to fill out a questionnaire. If anything on the questionnaire is unclear, please ask me about it.

GLOSSARY

1. Cooperative Education: A combination program of study and practice--conducted on an alternating schedule of half days, days, weeks, or other periods of time--providing legal employment for pupils with organized on the job training and correlated school instruction.

2. Equal Access to All Occupations: There is equal access when: (a) women and men have the same chance to train for whatever job they would like; and (b) there is no sex discrimination by employers as to whom they hire.

3. Nontraditional Course/Program/Field/Occupation: For a male (female) student, a course/program/field/occupation that is 80% or more female (male).

4. Sex Discrimination: Actions which limit or deny a person or group of persons opportunities, privileges, or roles or rewards on the basis of sex.

5. Traditionally Female Course, Job or Field: A course, job, or field is traditionally female when 80% or more of the people in it are girls or women.

6. Traditionally Male Course, Job or Field: A course, job or field is traditionally male when 80% or more of the people in it are boys or men.

7. Unequal Treatment of Men and Women: This includes: (a) sex discrimination (above); (b) the belief that those of one sex are better than those of the other; and (c) the feeling that women and men naturally have different interests, abilities and values.

8. Work/Study Program: A program in which the school arranges part-time paid work to help the student stay in school. This may or may not be a job related to the area in which the student is training. (See Cooperative Education)

Appendix H

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

1. How old are you? (as of your last birthday)

___ ___ years old

2. What is your ethnic background? (Check one)

1 ____ White--not of Hispanic origin
2 ____ Black--not of Hispanic origin
3 ____ Hispanic--of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
4 ____ American Indian or Native Alaskan
5 ____ Asian or Pacific Islander

3. How would you rate yourself as a student? (Check best description)

1 ____ I will probably not pass
2 ____ Below average, I have difficulty passing most of my classes
3 ____ Average
4 ____ Very good, in the top third of my class
5 ____ Excellent, one of the top students in my class

HOW SATISFIED ARE YOU WITH YOUR VOCATIONAL EDUCATION PROGRAM IN PROVIDING THE FOLLOWING SERVICES?
(Circle one answer for each item)

1 Definitely not satisfied
2 Not very satisfied
3 Somewhat satisfied
4 Definitely satisfied

1 2 3 4 4. Providing information on what different jobs are like

1 2 3 4 5. Providing training for a specific job

1 2 3 4 6. Providing training for a number of related jobs

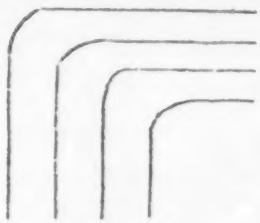
1 2 3 4 7. Providing job placement information

1 2 3 4 8. Providing training for a <u>good</u>, <u>well-paying</u> job

9. Do you think that sex discrimination in the labor force is a problem? (Check one)

1 ____ No, it is not a problem
2 ____ I'm not sure
3 ____ Yes, but it's only a minor problem
4 ____ Yes, it is a serious problem

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW.



1. Disagree strongly
2. Disagree somewhat
3. Agree somewhat
4. Agree strongly

1 2 3 4 10. Women and men are naturally suited to different jobs.

1 2 3 4 11. Women and men should have equal opportunity in training for good, well-paying jobs.

1 2 3 4 12. There is nothing wrong with encouraging women to train for traditionally male occupations.

1 2 3 4 13. There is nothing wrong with encouraging men to train for traditionally female occupations.

1 2 3 4 14. Females in traditionally male programs are generally more motivated to succeed in a career than females in traditionally female programs.

1 2 3 4 15. Males in traditionally female programs are generally less motivated to succeed in a career than males in traditionally male programs.

PLEASE INDICATE WHETHER YOU FEEL EACH OF THE STATEMENTS BELOW IS TRUE OR FALSE AS FOLLOWS:

1. Always or almost always true
2. Tends to be true
3. Tends to be false
4. Always or almost always false

1 2 3 4 16. Male vocational education students prefer to be enrolled in classes that are mostly male

1 2 3 4 17. Female vocational education students prefer to be enrolled in classes that are mostly female

1 2 3 4 18. Employers are not willing to hire men in jobs which have been traditionally held by women

1 2 3 4 19. Employers are not willing to hire women in jobs which have been traditionally held by men

20. Do you think that men and women should have equal access to all occupations? (Check one)

1 ____ No, most occupations are clearly more suitable for one sex than the other
2 ____ Yes, for most occupations, but there are some exceptions
3 ____ Yes, without exception

Appendix I

GLOSSARY

GLOSSARY

The following definitions specify the meanings of certain items used in the data collection instruments.

1. Cooperative Education: A combination program of study and practice--conducted on an alternating schedule of half days, days, weeks, or other periods of time--providing legal employment for pupils with organized on the job training and correlated school instruction.

2. Cultural Awareness Program/Activity: A program/activity conducted by an educational agency for the purpose of informing staff of cultural variations among different ethnic groups, the implications of these differences for education, and/or ways to work more effectively with minority group members.

3. Feeder School: For the purpose of this study, a school, separate from the site visitation school, from which students enter vocational programs at the site visitation school. The student may or may not remain a student at the feeder school. A junior high school or high school which the student leaves to enter a vocational school is an example of a case where a student leaves the feeder school. A "home school" at which the student takes nonvocational subjects while attending a vocational center for vocational subjects is an example of a case where the student remains enrolled at the feeder school. A comprehensive high school at which a student takes both vocational and nonvocational courses is not considered a feeder school for purposes of this study.

4. Incentives to Schools: Includes financial incentives, such as augmented per-pupil allowances, and nonfinancial incentives such as better scores in state evaluations.

5. Job Development: An activity or program to identify employment slots not now being filled by vocational graduates and to work with employers to fill those jobs with vocational graduates. As used in this study, job development refers especially to opening jobs to persons of the sex not normally found in that job; in such cases, the employer may already hire vocational graduates, but such graduates have historically been only males or females, as the case may be.

6. Job Follow-Up: A research activity designed to determine what occupations are pursued by former pupils in occupational programs, and the effectiveness of their preparation in relation to job requirements. In this study, the term is usually used in questions enquiring about job follow-up activities of former nontraditional students above and beyond whatever follow-up is conducted as a matter of course.

7. Job Placement: Activities organized to help place pupils in appropriate educational and occupational situations after they leave the site visitation school, and/or to facilitate pupils transitions to these new situations. This may include, for example, admissions counseling, referral services, assistance with records, and communications with employers. In this study, the term is most often used to refer to services provided by educational personnel to place students on a particular job following occupational program completion (job entry placement).

8. Minority Group Member: A person whose racial/ethnic identification is other than "White--not of Hispanic origin."

9. Model Program: A program specifically designed to try out or demonstrate a technique for encouraging sex equity with the idea that others will emulate successful aspects of the program.

10. Nontraditional Course/Program/Field/Occupation: For a male (female) student, a course/program/field/occupation that is 80% or more female (male).

11. Nontraditional Staff: Those who perform a function that is performed by persons of the other sex 80% or more of the time.

12. Nontraditional Student: A student enrolled in a program in which 80% or more of the students are of the opposite sex.

13. 104(b)(1) Person: Same as Sex Fairness Coordinator.

14. Prevocational Counseling Program: A counseling process in which the pupil is assisted in utilizing his/her aptitudes and abilities to develop realistic career plans. Also orientation to a number of different occupational areas and counseling designed to assist a person in determining the occupational area(s) for which he/she might best prepare.

15. PL 94-482, The Education Amendments of 1976: An act amending the Vocational Education Act of 1963, among other Acts. The Act makes provision for the encouragement of sex equity in vocational education.

16. Reentry Program: A program to assist women who wish to train to reenter the job market after an extended absence. Reentry programs may include counseling before entry, remedial or brush-up courses, counseling support during training, day care services, and the like, designed specifically to help train to reenter the job market.

17. Sex Bias: Behavior resulting from the assumption that one sex is superior to the other. "Sex bias," as used in the Act, includes "sex discrimination."

18. Sex Discrimination: Action(s) which limits or denies a person or group of persons opportunities, privileges, or roles or rewards on the basis of sex.

19. Sex Equity: The absence of the various Sex Inequities, i.e., the absence of Sex Bias, Sex Discrimination, and Sex Stereotyping.

20. Sex-Fair Materials: Materials which treat both sexes in equal or similar ways. These may be guidance materials, program descriptions, instructional materials, etc.

21. Sex Fairness Coordinator: The full-time person who must be assigned to assist the State Board to fulfill the purposes of PL 94-482 related to sex equity, as specified in Section 104(b)(1) of that Act.

22. Sex Inequity: A broad term encompassing Sex Bias, Sex Discrimination, and Sex Stereotyping.

23. Sex Stereotyping: The attribution of behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.

24. State Level: The state level division, department, or agency most directly responsible for vocational education, unless otherwise specified.

25. Title IX Coordinator: That person designated by each recipient of federal funds under Title IX regulation, §86.8, to coordinate its efforts to comply with and carry out its responsibilities under Title IX.

26. Title IX Self Evaluation: The evaluation required by Title IX Regulation §86.3 of each recipient educational institution. This evaluation should

    (1) evaluate, in terms of the requirements of this Part [i.e., Title IX], its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and nonacademic personnel working in connection with the recipient's education program or activity.

    As a result, the institution should:

    (2) modify any of these policies and practices which do not or may not meet the requirements of this Part [i.e., Title IX]; and

    (3) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices.

27. Title IX of the Education Amendments of 1972: That section of PL 92-318 which requires that:

> No person shall, . . . on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

28. Traditional Course/Program/Field/Occupation: For a female (male) student, a course/program/field/occupation that is 80% or more female (male).

29. Unequal Treatment (of men and women): Same as "sex inequity." Term used in Student Interview.

30. Work/Study Program: A program in which the school arranges part-time paid work to help the student stay in school. This may or may not be a job related to the area in which the student is training. (See Cooperative Education and Job Placement.)

31. STATUS Scale

The following scale appears frequently throughout the data collection instruments:

STATUS

____ 1. No plans to do anything
____ 2. Will do something; formal planning not yet begun
____ 3. Will do something; formal planning begun
____ 4. Informally implemented on an individual basis
____ 5. Formal implementation has begun
____ 6. Fully implemented, or completed
____ 9. Don't know

Each scale point is explained briefly below, and illustrated with three examples.

- The first example in each trio pertains to the question,

  Does your state offer incentives to schools to hire women to teach in traditionally male fields?

- The second example in each trio pertains to the item,

  Does your state fund or sponsor special job development, programs, or activities for students in nontradtional occupational areas?

- The third example in each trio pertains to the question,

  Does your state review the distribution of grants by the State Board to assure that the interests and needs of women are included among the topics addressed?

1. No plans to do it.

   - It has not yet been decided that something will be done in this area (even though it may have been discussed, perhaps favorably).

   Examples:

   1.1 No action is planned to provide incentives to schools to hire more women in traditionally male fields, even though the topic of incentives has been discussed very favorably at staff meetings.

1.2 The state has no plans to fund job development programs, but a task force has been formed to determine whether funding such programs or activities would be efficacious

1.3 Someone suggested that grants by the State Board be reviewed to assure that the interests and needs of women are addressed, but the idea was rejected.

2. Will do something; formal planning not yet begun

- It has been decided that something will be done in this area, but no one has begun to draw up plans, strategies, or approaches (even though responsibility may have been assigned).

Examples:

2.1 J. Doe of the Director's Office has been assigned the responsibility of drawing up the incentives plan. Doe will begin working on this plan in the fall.

2.2 The task force has recommended that job development programs be funded; the State Director has accepted their recommendation, but no further steps have been taken

2.3 It has been decided that the distribution of grants should be reviewed to assure that the needs and interests of women are included, but this review will not occur until the next funding cycle and responsibility for drawing up review criteria has not yet been assigned.

3. Will do something; formal planning begun

- Responsibility has been assigned for determining how to proceed, and those with this responsibility are now developing the plan, mapping the strategy, or laying out the approach.

Examples:

3.1 J. Doe of the Director's Office, responding to the planning assignment, has been contacting local directors to determine which incentives would be most effective.

3.2 A planning group is at work to decide on eligibility for funding under the job development program effort, and the types of activities that should be supported.

3.3 The committee that normally reviews state grants is holding meetings with interested groups to determine the standards to be used in determining if the needs and interests of women are adequately represented in the grants.

4. Informally implemented on an individual basis

- Some schools, departments, agencies, or individuals are doing this on their own initiative, not in response to any formal plan, strategy, or requirement.

Examples:

4.1 The state T&I director makes a special effort to refer favorably to schools that have made an effort to hire women in T&I. The director does this at conferences, in newsletters, and in personal contacts.

4.2 We have job development program effort, but it is not specifically concerned with sex equity. Many reviewers, however, do tend to favor those proposals that seem likely to foster equity.

4.3 Several staff members have looked over grants to see how much they address the needs and interests of women. They do not have formally approved standards and this is not part of the regular review process.

5. Formal implementation has begun

- Planning has been completed and some steps called for in the plan, strategy, or approach have been taken.

Examples:

5.1 Doe's plan has been completed and approved. Literature describing the incentives has been prepared and procedures for handling disbursements to districts under the program are being set up.

5.2 The job development program's RFP has been drafted, funds have been allocated, and responsibility for administering the job development program effort assigned within the agency.

5.3 The standards have been finalized and disseminated for use by those who normally review grants.

6. Fully implemented, or completed

- All planned steps are being, or have been, taken.

Examples:

6.1 All information dissemination called for in Doe's incentive plan has taken place and procedures for handling disbursements are in effect. (Even though all local agencies may not have availed themselves of incentives under the plan).

6.2 The RFP has been approved and distributed, and the structure for deciding which proposals to fund and for subsequent monitoring is fully functioning. Several proposals have been received and are undergoing review; more are expected before the deadline two weeks hence.

6.3 The standards are in use in the regular grant review process and have been applied during the past year.

Appendix J

ADDITIONAL ATTITUDE AND OPINION ITEMS

J.1 PERCEIVED SUITABILITY FOR VARIOUS WORK ROLES

Tne following items ask you to compare the suitability of males and females for various roles in vocational education and in the work force.

	Males are much better suited	Males are somewhat better suited	Males and females are equally well suited	Females are somewhat better suited	Females are much better suited
Chairperson of State Advisory Council	—	—	—	—	—
Member of State Advisory Council	—	—	—	—	—
State Commissioner on the Status of Women	—	—	—	—	—
Title IX Coordinator	—	—	—	—	—
State or local Home Economics Director	—	—	—	—	—
State or local Distributive Education Director	—	—	—	—	—
State or local Business and Office Director	—	—	—	—	—
State or local Agriculture Director	—	—	—	—	—
State or local Technical Occupations Director	—	—	—	—	—
State or local Counseling/Guidance Director	—	—	—	—	—
A Vocational Center Principal/A Community College Occupational Programs Director	—	—	—	—	—
A teacher in your field	—	—	—	—	—
A Vocational School Guidance Counselor	—	—	—	—	—
A worker in your field	—	—	—	—	—
A worker in a job requiring aesthetic sensitivity	—	—	—	—	—
A worker in a job requiring a cool head in emergency situations	—	—	—	—	—
A supervisor in a job requiring the ability to deal firmly with subordinates	—	—	—	—	—
A supervisor of other employees in your field	—	—	—	—	—

	Males are much better suited	Males are somewhat better suited	Males and females are equally well suited	Females are somewhat better suited	Females are much better suited
A manager/owner of a small business employing people in your field	_	_	_	_	_
A manager/owner of a large company employing people in your field	_	_	_	_	_
A worker in a job requiring good mechanical aptitude	_	_	_	_	_
A supervisor in a job requiring careful planning and organization to meet deadlines under pressure	_	_	_	_	_
A worker in a job requiring a long-term commitment (2 or more years)	_	_	_	_	_
A supervisor of other employees in a male-dominated field	_	_	_	_	_
A supervisor of other employees in a female-dominated field	_	_	_	_	_
A manager/owner of a small business in a male-dominated field	_	_	_	_	_
A manager/owner of a small business in a female-dominated field	_	_	_	_	_
A manager/owner of a large company in a male-dominated field	_	_	_	_	_
A manager/owner of a large company in a female-dominated field	_	_	_	_	_

J.2 OPINIONS ABOUT INEQUITY IN VOCATIONAL EDUCATION AND THE LABOR FORCE

Please rate your level of agreement with each of the following statements.

	Agree strongly	Agree moderately	Not sure	Disagree moderately	Disagree strongly
It is important to make sure that males and females can get into vocational programs <u>if they want to</u>.	___	___	___	___	___
It is a mistake to encourage a student to take courses traditionally dominated by members of the other sex, unless the student suggests it first.	___	___	___	___	___
Males who take traditionally female courses typically do so as a lark.	___	___	___	___	___
Females who take traditionally male courses typically do so as a lark.	___	___	___	___	___
A female teacher in a traditionally male field would probably have trouble controlling the class.	___	___	___	___	___
Students would probably doubt the competence of a male teacher in a traditionally female field.	___	___	___	___	___
Sex discrimination rarely occurs in vocational education.	___	___	___	___	___
Students would problably doubt the competence of a female teacher in a traditionally male field.	___	___	___	___	___
There is nothing wrong with a counselor steering males away from certain programs.	___	___	___	___	___
A teacher who would prefer students of one sex in class would still be effective with students of the other sex.	___	___	___	___	___
Other vocational educators would probably look unfavorably upon a program in which women filled the majority of administrative positions.	___	___	___	___	___

	Agree strongly	Agree moderately	Not sure	Disagree moderately	Disagree strongly
Rules to discourage (or forbid) females from entering certain courses reflect unwise policy decisions.	___	___	___	___	___
Those who feel that the abilities of males and females differ substantially make many good arguments.	___	___	___	___	___
Those who feel that on-the-job behaviors of males and females differ substantially have many good arguments.	___	___	___	___	___
Any practices that lead to persons of one sex getting the better work study placements should be eliminated.	___	___	___	___	___
It is legitimate to give females preferential treatment in hiring if they have been discriminated against in the past.	___	___	___	___	___
Males and females should always receive the same pay for the same work.	___	___	___	___	___
Vocational education has no business trying to encourage males to enter traditionally female fields or vice versa.	___	___	___	___	___
The Federal Government has no business encouraging males to enter traditionally female fields or vice versa.	___	___	___	___	___
Job placement practices that give preferential treatment to males ...	___	___	___	___	___
... are unacceptable in traditionally female fields (only).	___	___	___	___	___
... are unacceptable in traditionally male fields (only).	___	___	___	___	___
... are unacceptable under any circumstances.	___	___	___	___	___

	Agree strongly	Agree moderately	Not sure	Disagree moderately	Disagree strongly
Job placement practices that give perferential treatment to females ...					
... are unacceptable in traditionally male fields (only).	___	___	___	___	___
... are unacceptable in traditionally female fields (only).	___	___	___	___	___
... are unacceptable under any circumstances.	___	___	___	___	___
There is nothing wrong with a counselor steering females away from certain programs.	___	___	___	___	___
For administrators to encourage students or staff to report alleged instances of discrimination would lead to "witch hunting and damage vocational programs.	___	___	___	___	___
Rules to discourage or forbid males from entering certain courses reflect unwise policy decisions.	___	___	___	___	___
Those who feel that the vocational interests of males and females differ substantially make many good arguments.	___	___	___	___	___
Those who feel that the work values of males and females differ substantially make many good arguments.	___	___	___	___	___
It is legitimate to give males preferential treatment in hiring if they have been discriminated against in the past.	___	___	___	___	___
It is legitimate to give males preferential treatment in job advancement if they have been discriminated against in the past.	___	___	___	___	___
It is legitimate to give females preferential treatment in job advancement if they have been discriminated against in the past.	___	___	___	___	___

	Agree strongly	Agree moderately	Not sure	Disagree moderately	Disagree strongly
In general men have a better chance at getting good, well-paying jobs than do women.	___	___	___	___	___
In general women have a better chance at getting good, well-paying jobs than do men.	___	___	___	___	___
Men and women should be equally responsible to earn money to support their households.	___	___	___	___	___

Please rate your level of agreement with each of the following.

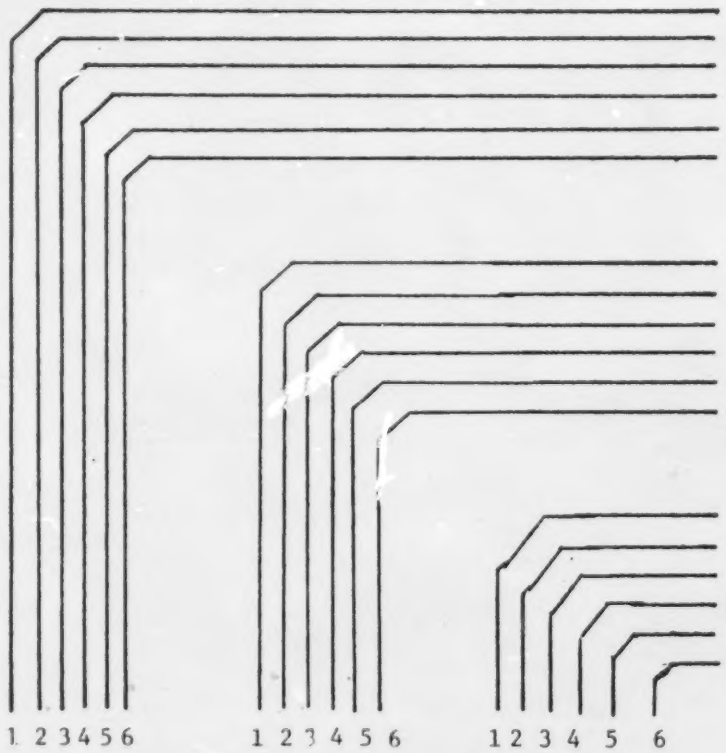
Men should restrict their career choices to traditionally male fields.	___	___	___	___	___
Whatever their intentions as students, most women will end up as housewives.	___	___	___	___	___
Men who seek careers in traditionally female fields are less attractive to women than men in traditionally male fields.	___	___	___	___	___
Women who seek careers in traditionally male fields are less attractive to men than women in traditionally female fields.	___	___	___	___	___
Males who seek careers in traditionally female fields will be sorry they did so in the long run.	___	___	___	___	___
Females who seek careers in traditionally male fields will be sorry they did so in the long run.	___	___	___	___	___

Please rate your level of agreement with each of the following.

	Agree Strongly	Agree Moderately	Not Sure	Disagree Moderately	Disagree Strongly
Men should restrict their career choices to traditionally male fields.	—	—	—	—	—
Whatever their intentions as students, most women will end up as housewives.	—	—	—	—	—
Men who seek careers in traditionally female fields are less attractive to women than men in traditionally male fields.	—	—	—	—	—
Women who seek carerrs in traditionally male fields are less attractive to men than women in traditionally female fields.	—	—	—	—	—
Males who seek careers in traditionally female fields will be sorry they did so in the long run.	—	—	—	—	—
Females who seek careers in traditionally male fields will be sorry they did so in the long run.	—	—	—	—	—

J.3 FACTORS SEEN TO AID OR IMPEDE SEX EQUITY

How important do you feel each of the following factors to be in causing sex inequity, if any, in vocational programs? How much impact could vocational education have on each? What has been vocational education's impact to date?



IMPORTANCE

1. Uniquely critical factor
2. Very important factor
3. Important
4. Of little importance
5. Wholly unimportant
6. Don't know/can't say

POTENTIAL IMPACT OF VOCATIONAL EDUCATION

1. Completely under the control of vocational education
2. Vocational education can have a major impact
3. Vocational education can have moderate impact
4. Vocational education can have only slight impact
5. Completely beyond the control of vocational education
6. Don't know/can't say

IMPACT TO DATE

1. Effective as possible in eliminating inequities
2. Somewhat effective in eliminating inequities
3. No effect on inequities one way or another
4. A modest factor in causing inequities
5. A major factor causing inequities
6. Don't know/can't say

1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Policies at the State Department of Vocational Education level.
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Attitudes of State Department personnel
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Policies at the district level
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Attitudes of District administrators

IMPORTANCE	POTENTIAL IMPACT OF VOCATIONAL EDUCATION	IMPACT TO DATE	
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Policies at the school level
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Attitudes of Counselors
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Attitudes of school level administrators
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Attitudes of teachers
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Peer pressure encouraging males to enter traditionally male programs.
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Peer pressure encouraging females to enter traditionally female programs
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Parental pressure encouraging males to enter traditionally male programs
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Parental pressure encouraging females to enter traditionally female programs
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Preparation at feeder schools equips males to pursue traditionally male occupations better than it equips females
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Preparation at feeder schools equips females to pursue traditionally female occupations better than it does males

Please pick the two factors above that you feel are most critical.

These factors are: 1. _____

_____

2. _____

_____

For the first factor please:

A. Describe its general importance _____

_____

_____

B. Give a special example illustrating its importance _____

_____

_____

C. Describe what your program has done related to this factor.

_____

_____

_____

D. Describe the most effective action vocational education could take with respect to this factor. _____

_____

_____

_____

E. Describe the limits of vocational education's ability to influence this factor. _____

_____

_____

F. In your opinion, how much is it appropriate for vocational education to attempt to do? _____

_____

_____

For the second factor please:

A. Describe its general importance. _____

_____

_____

B. Give a specific example illustrating its importance. _____

_____

_____

C. Describe what your program has done related to this factor. ___

_____

_____

_____

D. Describe the most effective action vocational education could take with respect to this factor. _____

_____

_____

E. Describe the limits of vocational education's ability to influence this factor. _____

_____

_____

F. In your opinion, how much is it appropriate for vocational education to attempt to do? _____

_____

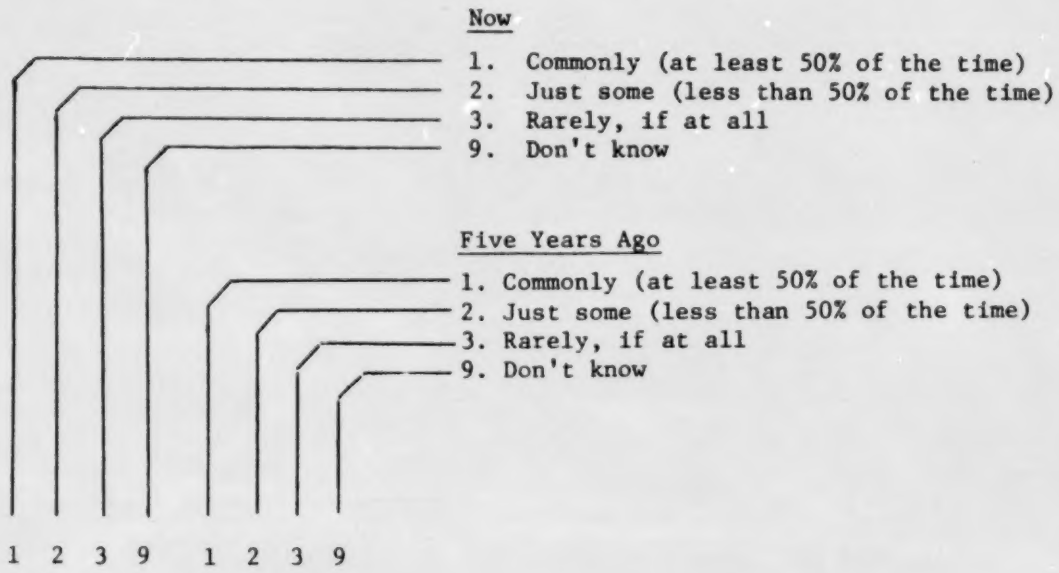
_____

Appendix K

ADDITIONAL PROGRAM AND ACTIVITY ITEMS

K.1 PREVALENCE OF VARIOUS KINDS OF INEQUITIES

Please indicate which of the following practices exist <u>now</u> in your school and which existed <u>five years ago</u>.

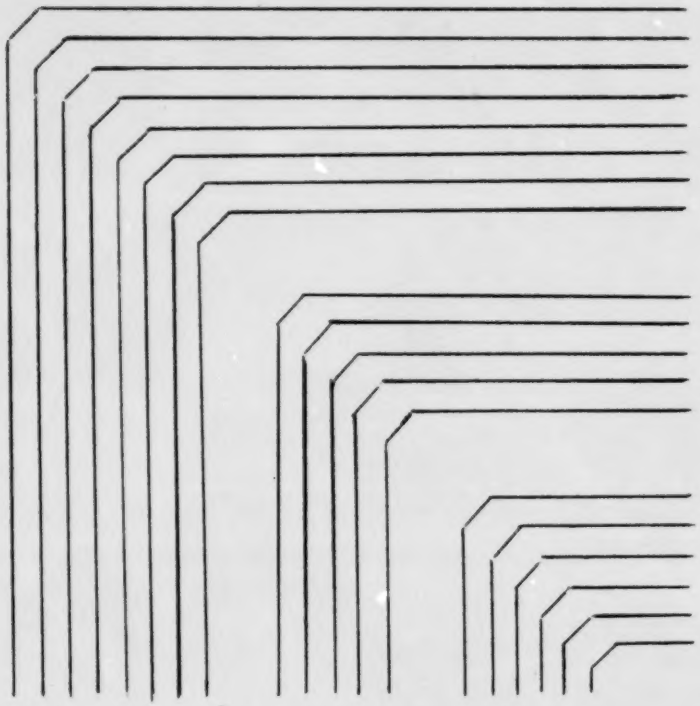

Now
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know
Five Years Ago
1. Commonly (at least 50% of the time)
2. Just some (less than 50% of the time)
3. Rarely, if at all
9. Don't know
1 2 3 9 1 2 3 9

Now	5 yrs. ago	
1 2 3 9	1 2 3 9	A reluctance by teachers to have male students in traditionally female courses.
1 2 3 9	1 2 3 9	A reluctance by teachers to have female students in traditionally male courses.
1 2 3 9	1 2 3 9	A tendency for teachers to consider male students in traditionally female courses to be less serious about their studies.
1 2 3 9	1 2 3 9	A tendency for teachers to consider female students in traditionally male courses to be less serious about their studies.
1 2 3 9	1 2 3 9	A tendency to give the most desirable work-study or cooperative education slots to <u>females</u> in <u>traditionally female fields</u>.
1 2 3 9	1 2 3 9	A tendency to give the most desirable work-study or cooperative education slots to <u>males</u> in <u>traditionally female fields</u>.
1 2 3 9	1 2 3 9	A tendency to give the most desirable work-study or cooperative education slots to <u>males</u> in <u>traditionally male fields</u>.
1 2 3 9	1 2 3 9	A tendency to give the most desirable work-study or cooperative education slots to <u>females</u> in <u>traditionally male fields</u>.

Now				5 yrs. ago				
1	2	3	9	1	2	3	9	A tendency to give placement preference to male graduates in traditionally male fields.
1	2	3	9	1	2	3	9	A tendency to give placement preference to female graduates in traditionally male fields.
1	2	3	9	1	2	3	9	A tendency to give placement preference to female graduates in traditionally female fields.
1	2	3	9	1	2	3	9	A tendency to give placement preference to male graduates in traditionally female fields.

K.2 STATE LEVEL ACTIVITIES

Listed below are a variety of activities that might be undertaken to encourage sex equity. Please indicate the status of each at the SEA level, its success, if implemented, and the person having primary responsibility for the activity.



STATUS
1. No plans to do it
2. Will do it; formal planning not yet begun
3. Will do it; formal planning begun
4. Informally implemented on an individual basis
5. Formal implementation has begun
6. Fully implemented, or completed
0. Don't know
9. N/A

SUCCESS IF IMPLEMENTED
1. Very successful
2. Moderately successful
3. Largely unsuccessful
0. Don't know
9. N/A

PERSON PRIMARILY RESPONSIBLE
1. State Director
2. Vocational Area and/or Counseling Supervisors
3. Title IX Coordinator
4. Section 104(b)(1) person
5. Other (specify) _____
9. N/A

1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9

Included policy guidelines in the state plan to identify and eliminate sex inequities.

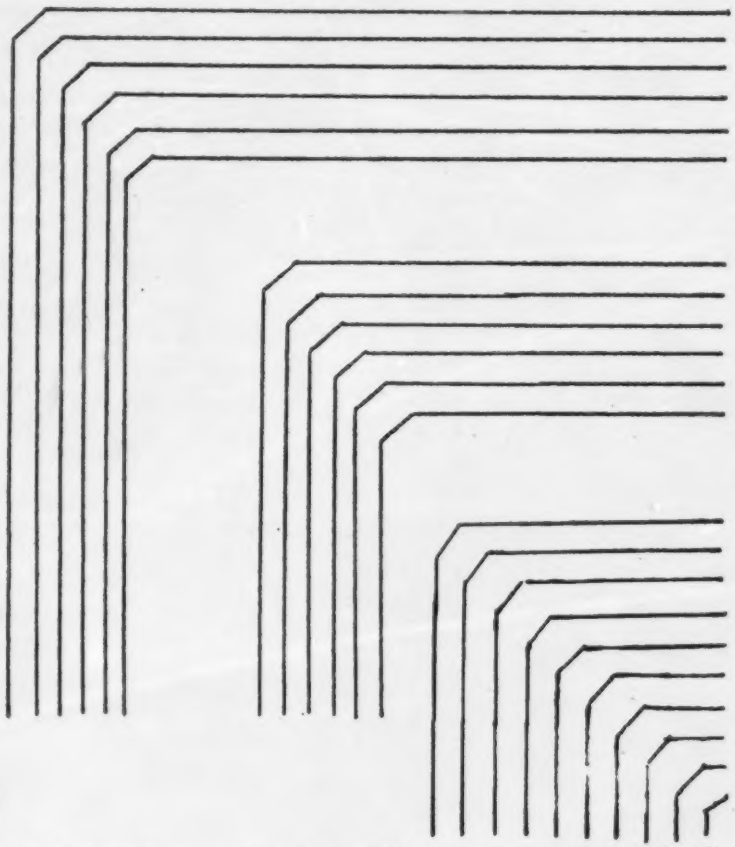
Included in the state plan specific steps to be taken at the state level to identify and eliminate inequities.

Included in the state plan steps to be taken at the local level to identify and eliminate inequities.

STATUS	SUCCESS IF IMPLEMENTED	PERSON PRIMARILY RESPONSIBLE	
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Established incentives in the state plan to encourage the enrollment of males and females in nontraditional courses of study.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Established incentives in the state plan to encourage development of model programs to reduce sex inequities in all occupations.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Included in the state plan provision for special training, counseling, or placement programs to meet the needs of displaced homemakers, single heads of households who lack adequate job skills, persons who are currently homemakers and part-time workers who desire a full-time job, and women and men who want to cross over from traditional to nontraditional occupations.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Assisted LEAs and other interested parties in improving vocational education opportunities for women.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Provided day care services for children of vocational students, either directly or indirectly.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Gathered and disseminated information to create awareness of programs and activities in vocational education designed to reduce sex stereotyping.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Gathered, analyzed, and disseminated data on the status of men and women students and employees in state vocational education programs.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Programs to assist SEA staff to train for jobs traditionally held by persons of the other sex (e.g., classes given at the office; release time, tuition reimbursement, or other support).
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Programs to encourage promotion of SEA personnel into positions usually held by persons of the other sex.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Incentives to LEAs/schools to promote women to administrative or supervisory positions usually occupied by men.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Incentives to LEAs/schools to promote men to administrative or supervisory positions usually occupied by women.

STATUS	SUCCESS IF IMPLEMENTED	PERSON PRIMARILY RESPONSIBLE	
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Provided materials to assist in the recruitment of students into programs usually dominated by those of the other sex.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Training programs for LEA/school staff on recruitment of students into programs usually dominated by those of the other sex.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Training programs for LEA/school staff on the special needs of women enrolled in traditionallly male courses.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Training programs for LEA/school staff on the special needs of men enrolled in traditionally male courses.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Provided counseling for women about entering traditionally male programs.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Provided job development and job awareness programs.
1 2 3 4 5 6 0 9	1 2 3 0 9	1 2 3 4 5 9	Provided job follow-up support.

Which of the following data collection activities and reviews have been planned or undertaken? What has been the outcome? To whom have results been disseminated?



STATUS

1. No plans to do so.
2. Plan to do so; not yet started
3. Have begun to do so
4. Have completed doing so
0. Don't know
9. N/A

RESULTS

1. No bias found
2. Bias found; no action planned
3. Bias found; action planned, but not yet taken
4. Bias found; action taken
0. Don't know
9. N/A

DISSEMINATION

1. Intra-department use only
2. To selected LEA administrators
3. To all LEA Chiefs
4. To all schools with vocational programs
5. To all selected schools
6. To teachers or others attending workshops
7. To anyone who asks
0. Don't know
9. N/A
10. Other

1 2 3 4 0 9	1 2 3 4 0 9	1 2 3 4 5 6 7 0 9 10	Evaluated the effectiveness of incentive programs to enhance sex equity
1 2 3 4 0 9	1 2 3 4 0 9	1 2 3 4 5 6 7 0 9 10	Evaluated the effectiveness of model programs to enhance sex equity
1 2 3 4 0 9	1 2 3 4 0 9	1 2 3 4 5 6 7 0 9 10	Review of SEA procedures, guidelines, and regulations for sex fairness

2.0

2.1

STATUS	RESULTS	DISSEMINATION	
1 2 3 4 0 9	1 2 3 4 0 9	1 2 3 4 5 6 7 0 9 10	Review of SEA hiring procedures and staffing patterns for sex fairness.
1 2 3 4 0 9	1 2 3 4 0 9	1 2 3 4 5 6 7 0 9 10	Sponsored review of LEA and/or school procedures, guidelines, and regulations for sex fairness.

Are data collection and analysis activities related to sex inequities part of the normal state data collection system?

1. Don't know
2. Yes; they became part of it before 1977
3. Yes; they became part of it in 1977
4. Yes, but I don't know when they became part of it
5. No; but they will become part of it
6. No; there are no plans to make them so
7. Other _____

Are information dissemination activities related to sex inequities part of the normal state data collection system?

1. Don't know
2. Yes; they became part of it before 1977
3. Yes; they became part of it in 1977
4. Yes; but I don't know when they became part of it
5. No; but they will become part of it
6. No; there are no plans to make them so
7. Other _____

Appendix L

ADDITIONAL RESEARCH TOPIC ITEMS

DO NOT FILM THIS PAGE

L.1 PERFORMANCE OF MALE AND FEMALE STUDENTS
(to be asked of teachers and other staff)

How do male and female students compare in THEORY/ACADEMIC portions of your classes?

1. Males are much better
2. Males are slightly better
3. They are about equal
4. Females are slightly better
5. Females are much better

6. Can't say--too few males to judge
7. Can't say--too few females to judge

Please describe any differences. To what do you attribute them?

Do you have test data or other records that show this difference?

1. No, test data and other records do not show the difference.

2. Yes, exam scores show that males do better
3. Yes, exam scores show that females do better
4. Yes, records of competency attainment show that males do better
5. Yes, records of competency attainment show that females do better
6. Yes, other_____

_____

_____

How do the differences show up?

If you could not say, how do you think males and females would compare?

1. Males would probably be much better
2. Males would probably be slightly better
3. They would probably be about the same
4. Females would probably be slightly better
5. Females would probably be much better
6. I can't even guess/won't say

Please explain why you would expect any anticipated differences.

How do male and female students compare in LAB/SHOP portions of your classes?

1. Males are much better
2. Males are slightly better
3. They are about equal
4. Females are slightly better
5. Females are much better
6. Can't say--too few males to judge
7. Can't say--too few females to judge

Please describe any differences. To what do you attribute them?

Do you have test data or other records that show this difference?

1. No, test data and other records do not show the difference
2. Yes, exam scores show that males do bet better
3. Yes, exam scores show that females do better
4. Yes, records of competency attainment show that males do better
5. Yes, records of competency attainment show that females to better
6. Yes, other_____

_____

_____

How do the differences show up?

If you could not say, how do you think males and females would compare?

1. Males would probably be much better
2. Males would probably be slightly better
3. They would probably be about the same
4. Females would probably be slightly better
5. Females would probably be much better
6. I can't even guess/won't say

Please explain why you would expect any anticipated differences.

How do male and female students in your classes compare in WORK-STUDY performance?

1. Males are much better
2. Males are slightly better
3. They are about equal
4. Females are slightly better
5. Females are much better

6. Can't say--too few males to judge
7. Can't say--too few females to judge

Please describe any differences. To what do you attribute them?

Do you have test data or other records that show this difference?

1. No, test data and other records do not show the difference

2. Yes, reports of supervisors show that males do better
3. Yes, reports of supervisors show that females do better
4. Yes, records of competency attainment show that males do better
5. Yes, records of competency attainment show that females do better
6. Yes, other_____

_____

_____

How do the differences show up?

If you could not say, how do you think males and females would compare?

1. Males would probably be much better
2. Males would probably be slightly better
3. They would probably be about the same
4. Females would probably be slightly better
5. Females would probably be much better
6. I can't even guess/won't say

Please explain why you would expect any anticipated differences.

How do male and female students in your classes compare in COOPERATIVE EDUCATION performance?

1. Males are much better
2. Males are slightly better
3. They are about equal
4. Females are slightly better
5. Females are much better

6. Can't say--too few males to judge
7. Can't say--too few females to judge

Please describe any differences. To what do you attribute them?

Do you have test data or other records that show this difference?

1. No, test data and other records do not show the difference

2. Yes, reports of supervisors show that males do better
3. Yes, reports of supervisors show that females do better
4. Yes, records of competency attainment show that males do better
5. Yes, records of competency attainment show that females to better
6. Yes, other_____

_____

_____

How do the differences show up?

If you could not say, how do you think males and females would compare?

1. Males would probably be much better
2. Males would probably be slightly better
3. They would probably be about the same
4. Females would probably be slightly better
5. Females would probably be much better
6. I can't even guess/won't say

Please explain why you would expect any anticipated differences.

How do male and female students in your classes compare in their ability to WORK EFFECTIVELY with others?

1. Males are much better
2. Males are slightly better
3. They are about equal
4. Females are slightly better
5. Females are much better

6. Can't say--too few males to judge
7. Can't say--too few females to judge

Please describe any differences. To what do you attribute them?

Do you have test data or other records that show this difference?

1. No, test data and other records do not show the difference

2. Yes, exam scores show that males do better
3. Yes, exam scores show that females do better
4. Yes, records of competency attainment show that males do better
5. Yes, records of competency attainment show that females do better
6. Yes, other_____

_____

_____

How do the differences show up?

If you could not say, how do you think males and females would compare?

1. Males would probably be much better
2. Males would probably be slightly better
3. They would probably be about the same
4. Females would probably be slightly better
5. Females would probably be much better
6. I can't even guess/won't say

Please explain why you would expect any anticipated differences.

L.2 SATISFACTION OF MALE AND FEMALE GRADUATES WITH THEIR CAREERS

(To be asked of teachers or other staff. No items were prepared for graduates, but many can be adopted easily for former students.)

AS FAR AS YOU KNOW, HOW SATISFIED ARE MALE GRADUATES OF YOUR SCHOOL WITH THEIR CAREERS?

	Very satisfied	Moderately satisfied	Indifferent	Moderately unsatisfied	Very unsatisfied	Don't know
Graduates of <u>your</u> program working in your field	___	___	___	___	___	___
Graduates of your program working in another field	___	___	___	___	___	___
Graduates of traditionally male programs, working in the field for which they trained	___	___	___	___	___	___
Graduates of traditionally male programs, working in a field other than that for which they trained	___	___	___	___	___	___

[How satisfied are male graduates]

	Very satisfied	Moderately satisfied	Indif-ferent	Moderately unsatisfied	Very unsatisfied	Don't know
Graduates of traditionally female programs working in the field for which they trained	___	___	___	___	___	___
Graduates of traditionally female programs working in a program other than that for which they trained	___	___	___	___	___	___

AS FAR AS YOU KNOW, HOW SATISFIED ARE FEMALE GRADUATES OF YOUR SCHOOL WITH THEIR CAREERS?

	Very satisfied	Moderately satisfied	Indif-ferent	Moderately unsatisfied	Very unsatisfied	Don't know
Graduates of <u>your</u> program working in your field	___	___	___	___	___	___
Graduates of your program working in another field	___	___	___	___	___	___
Graduates of traditionally male programs, working in the field for which they trained	___	___	___	___	___	___
Graduates of traditionally male programs, working in a field other than that for which they trained	___	___	___	___	___	___
Graduates of traditionally female programs, working in the field for which they trained	___	___	___	___	___	___
Graduates of traditionally female programs, working in a field other than that for which they trained	___	___	___	___	___	___

AS FAR AS YOU KNOW, HOW IMPORTANT IS EACH OF THE FOLLOWING FOR CAREER SATISFACTION FOR GRADUATES OF YOUR PROGRAM?

	Crucial	Very important	Moderately important	Of little importance	Wholly unimportant	Don't know
Salary						
For males	___	___	___	___	___	___
For females	___	___	___	___	___	___
Medical and other fringe benefits						
For males	___	___	___	___	___	___
For females	___	___	___	___	___	___
Pleasantness of the physical work environment						
For males	___	___	___	___	___	___
For females	___	___	___	___	___	___
Pleasantness of the social environment at work						
For males	___	___	___	___	___	___
For females	___	___	___	___	___	___
Supervisory practices emphasizing employee responsibility and initiative						
For males	___	___	___	___	___	___
For females	___	___	___	___	___	___
Opportunity to avoid undesirable shifts						
For males	___	___	___	___	___	___
For females	___	___	___	___	___	___
Opportunity to advance to a more responsible position						
For males	___	___	___	___	___	___
For females	___	___	___	___	___	___

Which of the following types of evidence do you have showing level of satisfaction for graduates of your program

1. Survey forms completed by graduates
2. Telephone or face-to-face interviews in which a set series of questions is asked
3. Informal face-to-face or telephone interviews with graduates for the purpose of determining career satisfaction
4. Other information conversations with graduates
5. Other_____
6. Do not collect follow-up data

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L.3 SATISFACTION OF EMPLOYERS WITH GRADUATES

(No items were written for employers, but may be easily adopted.)

AS FAR AS YOU KNOW, HOW SATISFIED, IN GENERAL, HOW EMPLOYERS WITH GRADUATES OF THE SCHOOL IN WHICH YOU TEACH?

	Very satisfied	Moderately satisfied	Indifferent	Moderately unsatisfied	Very unsatisfied	Don't know
MALES						
Graduates of <u>your</u> program working in your field	___	___	___	___	___	___
Graduates of your program working in another field	___	___	___	___	___	___
Graduates of traditionally male programs, working in the field for which they trained	___	___	___	___	___	___
Graduates of traditionally male programs, working in a field other than that for which they trained	___	___	___	___	___	___
Graduates of traditionally female programs working in the field for which they trained	___	___	___	___	___	___
Graduates of traditionally female programs working in a field other than that for which they trained	___	___	___	___	___	___

FEMALES

Graduates of your program working in your field	___	___	___	___	___	___
Graduates of your program working in another field	___	___	___	___	___	___
Graduates of traditionally male programs, working in the field for which they trained	___	___	___	___	___	___

[How satisfied are employers with female graduates of your school]

	Very satisfied	Moderately satisfied	Indifferent	Moderately unsatisfied	Very unsatisfied	Don't know
Graduates of traditionally male programs, working in a field other than that for which they trained	___	___	___	___	___	___
Graduates of traditionally female programs working in the field for which they trained	___	___	___	___	___	___
Graduates of traditionally female programs, working in a field other than that for which they trained	___	___	___	___	___	___

Which of the following types of evidence do you have showing the level of employer satisfaction with your graduates?

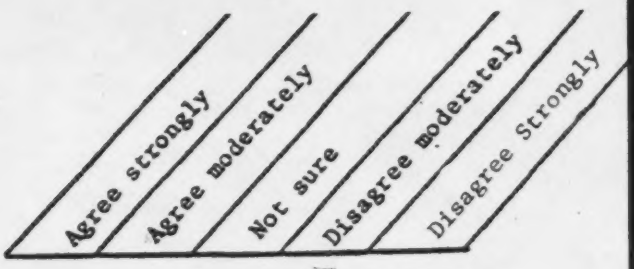
1. Follow-up written surveys
2. Follow-up interviews in which a standard set of questions is asked
3. Informal follow-up interviews
4. Other _____
5. N/A; we do not conduct employer follow-up

L.4 STAFF SATISFACTION WITH SCHOOLS AND PROGRAMS

Please indicate how much you agree or disagree with each of the following statements for the vocational training program in which you teach.

	Agree strongly	Agree moderately	Not sure	Disagree moderately	Disagree strongly	N/A
Lab/shop facilities need to be modernized	___	___	___	___	___	___
Curriculum is up-to-date	___	___	___	___	___	___
Teaching approaches used are geared more for males than for females	___	___	___	___	___	___
Teaching approaches used are geared more for females than for males	___	___	___	___	___	___
Classroom instruction has the proper balance between theory and application	___	___	___	___	___	___
Courses offered by non-vocational teachers are poorly coordinated with related vocational courses	___	___	___	___	___	___
Our program provides excellent career preparation for male students	___	___	___	___	___	___
Our program provides excellent career preparation for female students	___	___	___	___	___	___
Teaching in this program is very rewarding	___	___	___	___	___	___
Administrators of the school in which I teach are inept	___	___	___	___	___	___
Social forces and other factors outside of the school make teaching here more difficult than it would otherwise be	___	___	___	___	___	___

Please indicate how much you agree or disagree with each of the follwing statements regarding vocational education in your state.



Curricula are generally up-to-date.	___	___	___	___	___
The internal functioning of the state department is smooth and efficient.	___	___	___	___	___
The state department has a smooth working relationship with most SEAs.	___	___	___	___	___
Most staff in the state department do not take the sex equity issue seriously.	___	___	___	___	___
Many LEAs do not take the sex equity issue seriously.	___	___	___	___	___
Upper-level administrators at the state level are reluctant to listen to the ideas of subordinates.	___	___	___	___	___

All things considered, how satisfied are you with the program in which you teach?

1 very satisfied
2 moderately satisfied
3 indifferent
4 moderately unsatisfied
5 very unsatisfied
6 can't say/won't say